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THE AMERICAN

# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

## In This Issue:

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- ★ The Board of Education's Bylaws—*Barry*
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—*Neale - Domian - Williams*
- ★ Continuing Educational Study and Career  
Preparation in the Armed Forces—*Exton*





## The AUSTRAL *Straight-8* School Wardrobe

↑ CLOSED

Lasting economy is the prime reason you would specify these handsome, modern, steel-construction units; you can be sure you will have no maintenance problem.

Compartments are ventilated by large grilles directly over wraps,—note air intake under doors.

**OPTIONS**—Application of cork, green or black process slate to all doors except bookcases is optional. Any section or sections may be purchased.

**HARDWARE**—From 25 years' experience we know that a wardrobe installation can never be better than its operating

hardware. That's why the six-way adjustable hardware on compartment doors and the solid bronze surface hardware are standard equipment.

**DESIGN**—An instant impression of finished simplicity is perhaps your first recognition that the Austral "Straight-8" is a truly modern wardrobe. Functional design gives it a symmetry which enhances the appearance of any classroom. Every compartment is roomy, not just barely large enough. There are no dust-catchers; complete cleaning requires a minimum of effort.

*Write for literature and estimates.*

TEACHER'S  
LOCKER ↓

SUPPLY  
CLOSET ↓

WARDROBE ADEQUATE FOR 40 PUPILS  
↓

BOOKCASE ↓



← OPEN

# AUSTRAL

## SALES CORPORATION

101 Park Avenue, New York 17, N. Y.

WINDOWS • SCHOOL WARDROBES • MULTI-USE BLACKBOARD FIXTURES



# **BUILT-IN BRAINS!** that's why educators rate **JOHNSON AUTOMATIC TEMPERATURE CONTROL**

## **"SUPER HUMAN"**



**EUCLID SENIOR HIGH SCHOOL,  
EUCLID, OHIO**

Harry A. Fulton, architect, Cleveland  
R. B. DeLaMotte & Ben Krinsky, associate  
architects, Cleveland  
L. B. Mumma, mechanical engineer, Cleveland



"Built-in brains" are a part of the heating and ventilating system in the new High School at Euclid, Ohio. Such a contribution to better health, comfort and fuel economy is a serious responsibility which the Johnson organization readily assumes, regardless of whether the building is large or small.

That is the reason why every Johnson automatic temperature control system is carefully planned-for-the-purpose. In the Euclid High School, 75 Johnson *individual room* thermostats insure precise regulation of temperatures to meet the varied activities in this large, thoroughly modern building. Radiant heating panels serve the natatorium, cafeteria and auditorium. The temperature of the hot water in each of the three zones in the heating system is controlled by Johnson *weather-compensated* instruments. The highly important anticipation of the requirements for more or less heat is assured by main-

taining exactly the proper relationship between the temperature outdoors and the temperature of the hot water.

The Johnson valves and damper operators in the classroom unit ventilators are regulated by Johnson "Proper Sequence" control. In the gymnasium, natatorium, cafeteria, library and auditorium, the 6 central fan systems also are controlled by Johnson.

On duty night and day, Johnson Automatic Temperature Control becomes "super human", directing the heating and ventilating systems, without fuel waste. New or existing buildings of any size are benefited by modern temperature control systems. Whatever the temperature problem may be, call a Johnson engineer from a nearby branch office. There is no obligation. **JOHNSON SERVICE COMPANY**, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities.

*Automatic Temperature and*  
**JOHNSON** *Air Conditioning* **CONTROL**  
DESIGN • MANUFACTURE • INSTALLATION • SINCE 1885

# NO SUBSTITUTE!

## ...for the Voit XF9

When the going gets rough, there is NO substitute in the game of football for the Voit XF9.

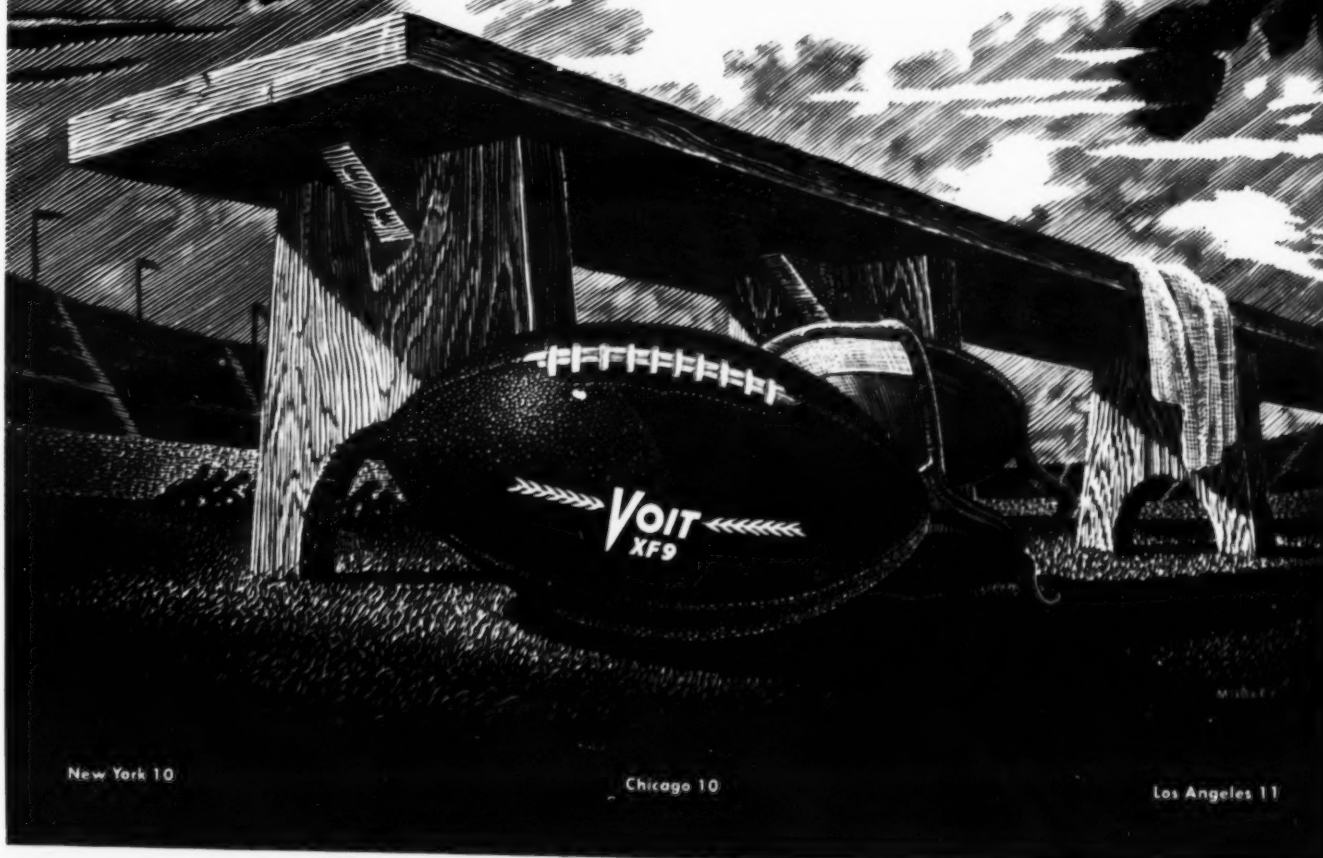
The XF9 *alone* makes possible good all-weather passing, punting and ball handling.

Every coach in America has been told this story.

Hundreds of their teams will play the XF9 in 1951 varsity games (all the way from junior highs to top colleges). Thousands of coaches will see this miracle ball in action and claim it as their own.

This year, Voit's dozens of league adoptions will become tens-of-dozens.

The Voit XF9 takes the game out of the hands of the weatherman, and marks football's greatest performance improvement since cleats.



New York 10

Chicago 10

Los Angeles 11



Many  
happy  
returns...



*That's your wish for every boy and girl whose safety is your responsibility. One of the best ways to make this wish come true is to protect your children with the school coach widely recognized as the world's safest—the Superior Pioneer.*

The Pioneer presents the three greatest advancements in school bus safety since Superior introduced the first all-steel coach in 1931, namely the Super-Guard Frame, Safe-T-Shield Paneling, and Unibilt Body. It incorporates the very latest prin-

ciples in transportation safety engineering and is built of structural members proved super-strong in tests by the Pittsburgh Testing Laboratory.

When you buy your next school bus, remember that nothing dare take precedence over your children's safety. Wish them all "many happy returns" by choosing Superior Pioneer—built by the manufacturer that has pioneered most of the "Safety Firsts" standard on school buses today—Superior Coach Corporation, Lima, Ohio.



FOR SAFETY FIRST LOOK TO

**SUPERIOR**

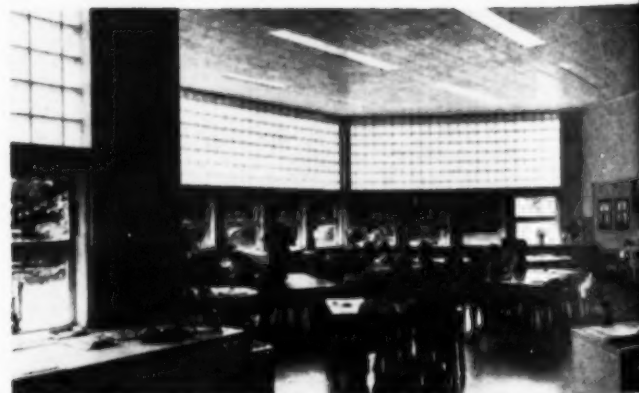


# Modernizing old structures?



**SASH REPLACEMENT** with the  $\dagger$ PC Vision-Lighting Plan, utilizing PC Soft-Lite<sup>®</sup> Prism B55 Glass Blocks, not only modernized the appearance of the E. W. Pargny Public School at Farrell, Pa., but it also made possible the advantages of properly directed and controlled daylighting. This is a typical example of how PC Glass Blocks are being used in sash replacement programs in schools throughout the country, without costly structural changes. Architects: Clepper & Mallorie, Sharon, Pa.

$\dagger$ The PC Vision-Lighting Plan is a construction for daylight openings consisting of orientation-keyed areas of PC Functional Glass Blocks (selected for sun or non-sun exposure) used with vision-ventilation areas as required.



**THIS NEW ADDITION** to the Stockton School, East Orange, New Jersey, employed the  $\dagger$ PC Vision-Lighting Plan, with PC Soft-Lite<sup>®</sup> Prism B55 Glass Blocks, to "make the most of daylight," reduce eye-fatigue among pupils and teaching staffs. These interior and exterior views show how vision and ventilation openings of standard sash have been inserted in the glass block panels to permit both adequate ventilation and vision to the outside. Architect: Emil A. Schmidlin, East Orange, N. J.



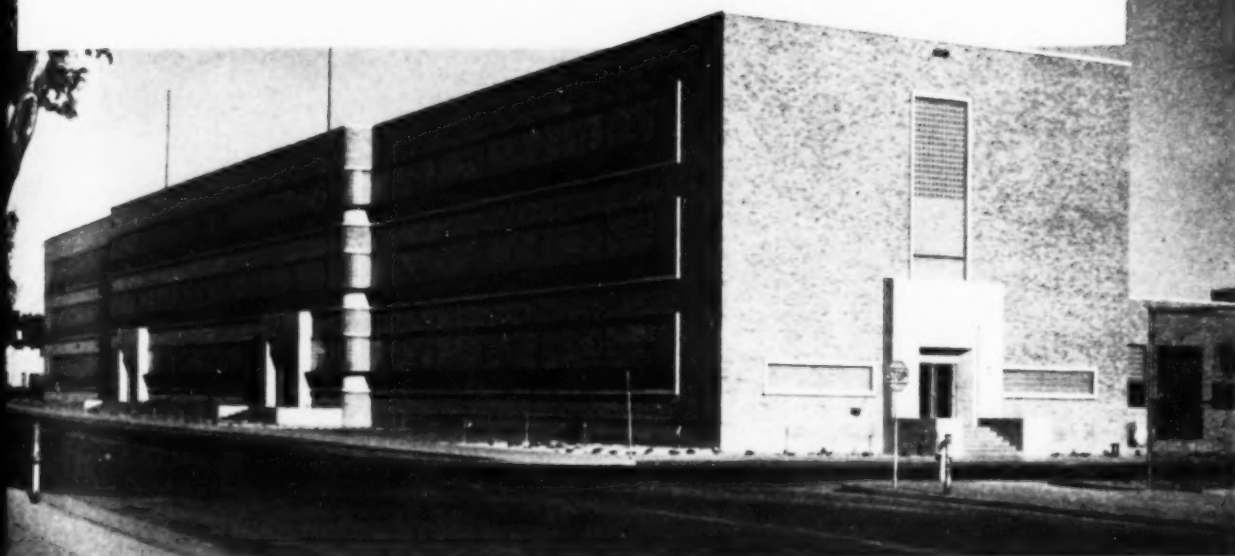
## GLASS BLOCKS

DISTRIBUTED BY PITTSBURGH PLATE GLASS COMPANY; W. P. FULLER & CO. ON THE PACIFIC COAST

SCHOOL BOARD JOURNAL for OCTOBER, 1951

# Building new schools?

## make sure you include PC GLASS BLOCKS



RECENTLY CONSTRUCTED Tucson Vocational High School, Tucson, Arizona, includes the †PC Vision-Lighting Plan as an integral part of its architecture. Here, PC Soft-Lite® Prism B and Soft-Lite® Essex B Glass Blocks admit adequate daylighting—directed and diffused for maximum comfort and student efficiency. Besides, they add a highlight of beauty to the building's appearance. Architects: Place & Place, Tucson, Arizona. \*T.M. Reg. applied for.

for the sake of students' health and well-being; for achievement of the "Co-ordinated Classroom"; for economies in school operation; for added architectural appeal—insist upon the installation of PC Functional Glass Blocks, whether you are remodeling or templating new building.

PC Functional Glass Blocks are scientifically designed to give classrooms the optimum advantages of "controlled" daylight—providing "directed light for better

sight." Moreover, they seldom require repairs or replacements. There is no wood or metal sash to rot or rust; no need for periodic and expensive painting and puttying. And, having more than twice the insulating value of ordinary, single-glazed windows, PC Glass Blocks reduce heating and air-conditioning costs.

Why not fill in and return the coupon today for complete information on the use of PC Glass Blocks in sash replacement and school modernization?

*Glass Blocks are immediately available...no construction delays!*

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PITTSBURGH 22, PA.

*the mark of a modern building*

Pittsburgh Corning Corporation  
Dept. K-101, 307 Fourth Avenue  
Pittsburgh 22, Pa.

Without obligation on our part, please send us a FREE booklet on the use of PC Glass Blocks in schools and other public buildings.

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Address.....

City..... State.....

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SCHOOL BOARD JOURNAL for OCTOBER, 1951

# **THE PREFERRED SCHOOL PLUMBING**

AT HIGHTOWER TEXTILE BLDG.

**GEORGIA INSTITUTE OF TECHNOLOGY**

ATLANTA, GA.

**CRANE RHODILE** lavatory, preferred by many schools for its simple, modern design. Cast iron construction with porcelain enameled finish. Spacious rectangular basin and 6-in. high back. *Dial-ese* controls that operate at a finger's touch. Size 20 x 18 in.



**BUSH-BROWN, GAILEY & HEFFERMAN, Atlanta**  
ARCHITECT

**RAY M. LEE CO., Atlanta**  
GENERAL CONTRACTOR

**TILMON FRANCIS & SONS, Atlanta**  
PLUMBING CONTRACTOR

The widespread acceptance of Crane as the preferred plumbing is the result of superior design and construction that assure lasting service—lower upkeep. For example, the simple, clean-cut styling will always look modern—smooth, glistening surfaces are easy to clean. Exclusive *Dial-ese* and *Magiclose* faucets (with the renewable cartridge) reduce wear and consequent dripping—cut maintenance costs to a minimum.

For everything in school plumbing, see your Crane Branch, Crane Wholesaler, or Local Plumbing Contractor

# **CRANE CO.**

GENERAL OFFICES: 836 S. MICHIGAN AVE., CHICAGO 5  
VALVES • FITTINGS • PIPE  
PLUMBING AND HEATING

SCHOOL BOARD JOURNAL for OCTOBER, 1951





**"Here's what you'll see  
at the Convention!"**

**DETROIT STEEL PRODUCTS COMPANY**

**MANUFACTURERS**

2250 EAST GRAND BOULEVARD

**DETROIT 11, MICHIGAN**

Dear Friends:

Here's what you'll see at the School Business  
Officials' Convention, Royal York Hotel, Toronto,  
Ontario, October 15-18:

1. A display that shows you how to get  
better classroom daylighting...eco-  
nomicallly!
2. A complete compact panel package that is  
acoustical treatment, structural ceiling,  
floor or roof...all at the same time!
3. Doors that will save you money three  
times!

Don't miss seeing these interesting Fenestra  
exhibits at Booths 12 and 13.

See you there--

*Bill Slavin*



Boys get a

**BANG**

out of doors!

...that's why doors  
should be Weldwood!

Always in a hurry to get out!

No doubt about it — youngsters can give doors a rough time!

But there's nothing to worry about when Weldwood  
Flush Doors are on the job.

Weldwood doors can take all that students hand out.

And take it for a long, long time!

They remain in perfect balance — free from the effects of  
hard knocks... free from warpage... free from sticking  
and jamming.

Their beautiful hardwood faces *stay* beautiful through  
the years.

And both the Weldwood doors described at the left  
are highly fire-resistant and heat-resistant.

Don't take chances — always specify WELDWOOD Doors.

**THE WELDWOOD FIRE DOOR** carries Underwriters' Label for all Class B and C openings. Has incombustible Kaylo\* core with special construction and fire-proofed edge banding. Standard flush faces are handsome birch veneers. Wide variety of other fine hardwood faces available on special order. Safe. Beautiful. Maximum durability. Dimensionally stable. Easily-manageable.

**THE WELDWOOD STAY-STRATE DOOR** is similar to the Weldwood Fire Door, but the edge banding is not fireproofed. Recommended for use where a labeled door is not specified but where fire resistance is a desirable advantage. Same wide variety of beautiful hardwood facings.

\*T. M. Reg. Owens-Illinois Glass Co.

United States Plywood Corporation carries the most complete line of flush doors on the market including the famous Weldwood Fire Doors, Weldwood Stay-Strate Doors, Weldwood Honeycomb Doors, Mengel Hollow-core Doors, Mengel and Algoma Lumber Core Doors, 1 $\frac{3}{4}$ " and 1 $\frac{3}{8}$ " with a variety of both foreign and domestic face veneers.



**WELDWOOD® FLUSH DOORS**

Manufactured and distributed by

**UNITED STATES PLYWOOD CORPORATION**

55 West 44th Street, New York 18, N. Y.

Branches in Principal Cities • Distributing Units in Chief Trading Areas  
Dealers Everywhere



Technicians studying daylight illumination in the Test Room section of the Daylight Laboratory. Special light meters on desk tops read and automatically record illumination twenty-four hours a day throughout the year.

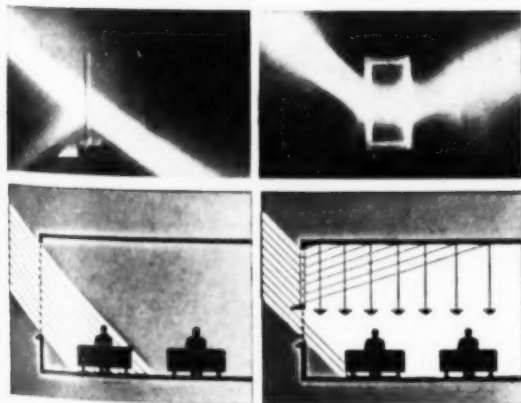
## Only "Daylight" Goes to School Here for Daylight Engineering Study

IN THIS SPECIAL one room "schoolhouse," built by the Daylight Laboratory of the Engineering Research Institute, University of Michigan, daylight is studied, tested, optical principles researched to learn how to get the highest *quality* light from daylight . . . to make it do a better and more efficient indoor lighting job.

To permit study of daylight in rooms of varying sizes and shapes, both ceiling and wall sections are movable. Ceiling sections may be lowered or tilted . . . wall sections are movable to permit variations in room size. Special light meters automatically record illumination.

One significant better-daylighting result is the development of Insulux Light Directing Glass Block No. 363. This new block controls light so efficiently that a building virtually "turns with the sun." Entire glass areas transmit free daylight from early morning to late afternoon.

A Daylight Engineer will be glad to show you the benefits the new Insulux Glass Block® can bring to your structures. Just write: Daylight Engineering Laboratory, Dept. AS-10, Box 1035, Toledo 1, Ohio . . . Insulux Division, American Structural Products Company, subsidiary of Owens-Illinois Glass Co.



Direct sun causes uncomfortable brightness near windows, extreme contrast in other parts of room. Insulux Fenestration directs and spreads daylight to ceiling, keeps brightness at comfortable levels.

# INSULUX FENESTRATION SYSTEMS

— by the leaders of Daylight Engineering





The entrance of the Hamilton School — with its beautiful panels of Birch Weldwood Plywood.

Built-in book case cabinets and magazine rack arrangements along one entire wall in each class room ... and open book shelves along one or two walls ... are made of unselected Birch Weldwood Plywood in the beautiful new Hamilton School, Mt. Vernon, N. Y. Architects: Warren S. Holmes and Emilio DiRienzo. Inst.: Sanford Woodworking.



*Add Beauty... Utility... Economy*

**For Today...and the Years Ahead  
with WELDWOOD® PLYWOOD**

Look what beautiful and beautifully functional Weldwood Plywood does for the Hamilton School, Mt. Vernon, N. Y.

Weldwood Plywood gives an entire building...or a single room...a character that no other kind of material can duplicate. Gives it a beauty that never goes out of style...a quiet dignity that is reflected in the very actions of pupils...lifetime wearing qualities.

You can panel your entrance, corridors, classrooms and auditorium in beautiful Weldwood hardwoods at surprisingly low cost.

And once installed, Weldwood walls or built-in

units require virtually no maintenance...no redecorating. Weldwood Plywood is guaranteed for the life of the building in which it is installed.

Weldwood Plywood saves time and money in new construction because it is quickly applied directly to the studding.

In redecorating, the large panels go up fast and easily, right over existing walls...even over cracked, unsightly plaster.

So if you are planning to build or modernize be sure to talk to your architect about the advantages and economies of using beautiful Weldwood Plywood.



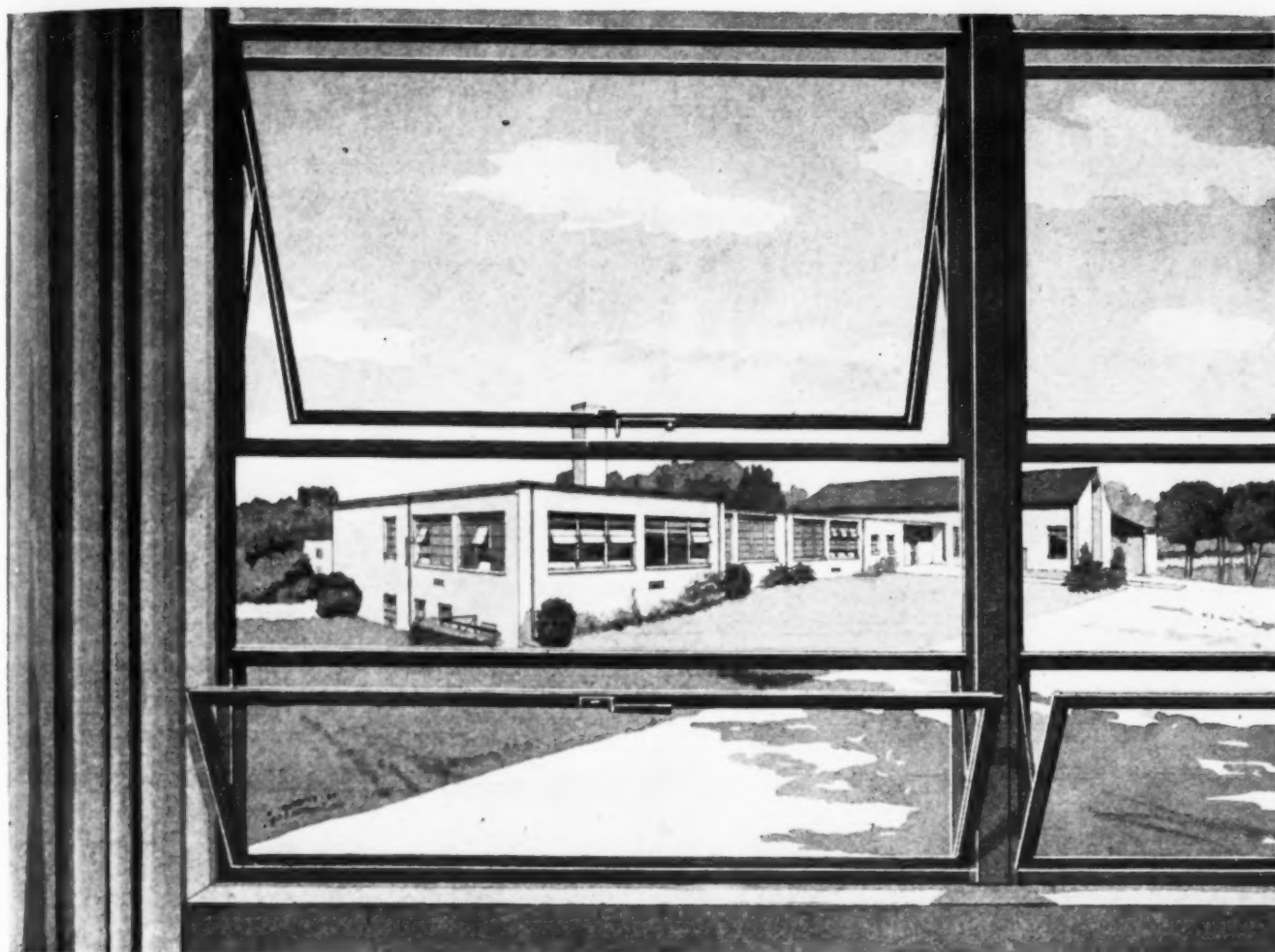
**WELDWOOD Plywood**

*Manufactured and distributed by*

**UNITED STATES PLYWOOD CORPORATION** New York 18, N. Y.

*and* **U. S.-MENGEL PLYWOODS, INC.,** Louisville 1, Ky.

Branches in Principal Cities • Distributing Units in Chief Trading Areas • Dealers Everywhere



Lupton Architectural Projected Windows in Our Lady of Sorrows Parish School and Hall, Takoma Park, Md. Architect: Ross E. Walton, Mt. Rainier, Md. Contractor: W. M. Chappell, Inc., Washington 20, D.C.

"A" is for apple—proverbial gift to teachers. The Lupton Metal Windows in this cheerful school rate an apple too! Note the slim frames and narrow muntins that give maximum daylight per window opening . . . the easy-to-operate hardware that assures controlled, natural ventilation in all weather. What you can't see here, is the trouble-free long life built into every Lupton Metal Window.

Deep section members provide the rugged strength needed in the large size windows popular today. Precision manufacturing, plus sturdy metal means efficient day-after-day service through the years . . . with a minimum of maintenance. Here are windows that will not shrink or swell, warp, rot or rattle.

Lupton Windows, in Steel or Aluminum, are available from coast to coast in a wide range of sizes and types particularly desirable for schools. Write today for our General Catalog—or see it in Sweet's.

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Aluminum Window Manufacturers' Association*

# LUPTON

## METAL WINDOWS

ACCOMMODATE YOUR  
FOOTBALL CROWDS

**SAFELY—  
ECONOMICALLY**  
with



## THERE'S STILL TIME TO ORDER *Universal* PORTABLE WOOD BLEACHERS

Time is short, but you still can increase your seating facilities with *Universal* Portable Wood Bleachers. Long famous for safety, structural strength, simplicity of assembly, comfort, long life, and economy . . . these bleachers provide everything you want and need for both indoor and outdoor seating. They are easily erected and easily dismantled, yet built to hold more than four times the rated live weight load; always meet and usually surpass the most rigid requirements. For prompt action, just select the plan you need from the table of most popular sizes below (many other sizes also available) or

send us your specifications . . . either area dimensions or number of seats required. *Universal* engineers will give you a cost estimate immediately. Complete catalog also free on request.

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PLAN	No. 1	No. 2	No. 3	No. 4
Length	60 ft.	120 ft.	180 ft.	240 ft.
Tiers				
High	5	10	10	15
Capacity	220	880	1320	2640

***Universal***  
**BLEACHER COMPANY**

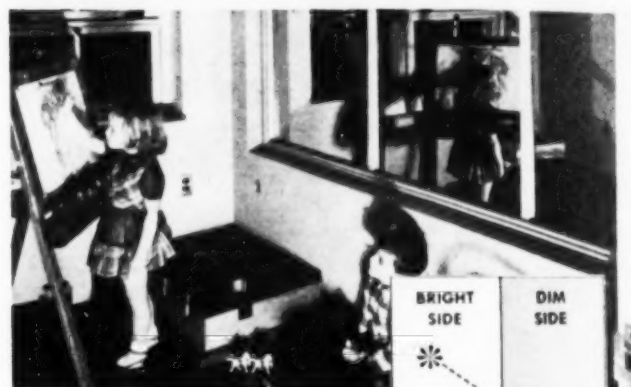
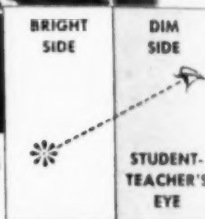
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*Bleacher Experts for Over 30 Years*

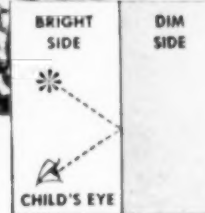
**NOW YOU SEE THEM . . .  
NOW THEY DON'T**



**To the Student-Teachers  
IT'S A WINDOW**



**To the Children  
IT'S A MIRROR**



At Illinois State Normal University, the natural conduct and reactions of kindergarten pupils can be observed by a whole class of teachers-to-be—and the children never know they're being watched.

*Mirropane*\*, the transparent mirror, provides this extremely useful teaching aid, this "sight unseen". From the children's room, it's an ordinary mirror, often used in regular activities. But from the dimly-lighted student-teacher's classroom, it's a clear window!

This principle of sight unseen is one you can use in many places, wherever you wish to provide a means for observing people without their suspecting it. *Mirropane* is highly decorative, too. Write for full information.

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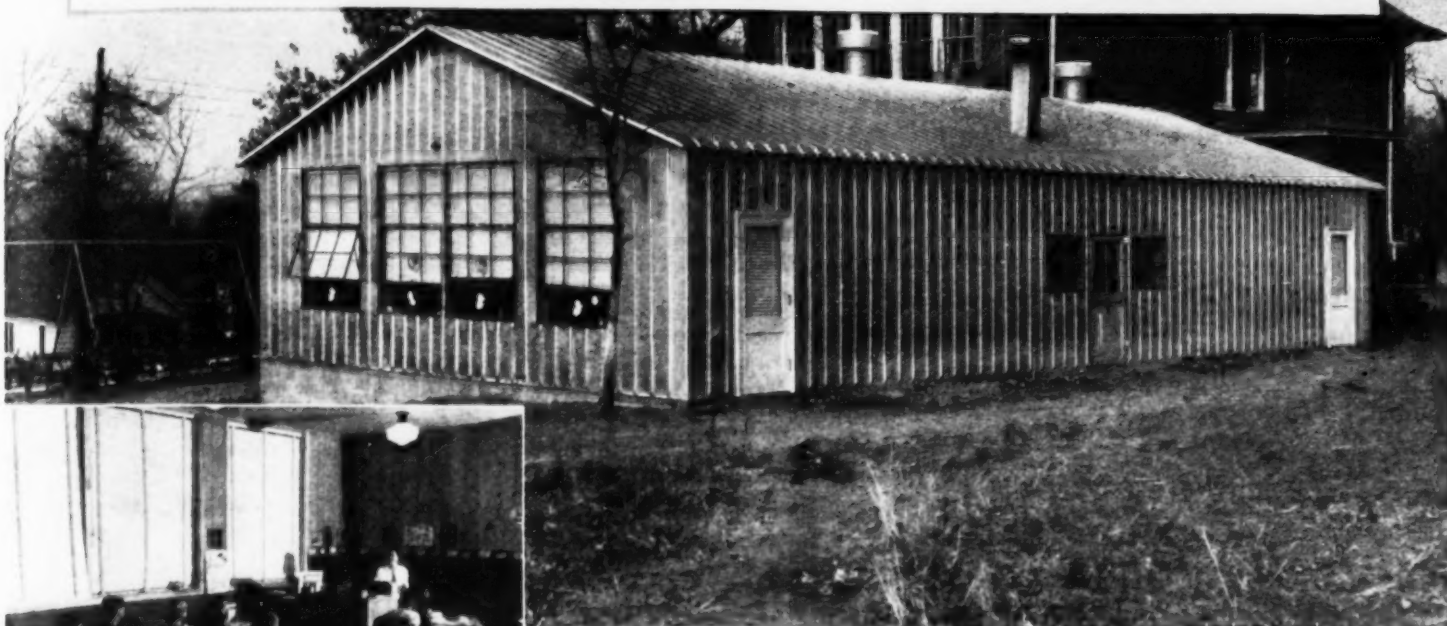
**MIRROPANE**

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GLASS**

TRANSPARENT MIRROR • PRODUCT OF LIBERTY MIRROR DIVISION  
LIBBEY • OWENS • FORD GLASS COMPANY  
16101 NICHOLAS BLDG., TOLEDO 3, OHIO



# Increase School Facilities Faster... at Lower Cost with Permanent **BUTLER BUILDINGS**



Space for two classrooms is provided in 32'x60'x10' Butler Building at Havana, Ill. Note clean, trim exterior... attractive, fully-insulated interior, with ample lighting, ventilation.



Combination bowstring truss and rigid frame construction of Butler 100'x100'x20' Building assures full usable space for auditorium and gymnasium at Suring, Wis. End and side walls are special field modifications.

Use Butler Steel Buildings for classrooms, gymnasiums, school bus garages, workshops, assembly rooms, auxiliary buildings of all kinds . . . and enjoy all these Butler advantages:

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| (1) Low cost . . . save up to 50% of the cost of conventional construction;    | (5) Full usable space;  |
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|  | (9) Proved in use by schools, colleges, universities across the nation. |

For complete sales and erection service, see your Butler distributor soon.

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Free booklet answers your questions about Butler Buildings . . . shows how Butler Buildings are widely used for every school building purpose. Send for your copy now. No cost, no obligation.



**Straight Sidewalls . . . Use all the space you pay for.**



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# AMERICAN-Standard

First in heating . . . first in plumbing

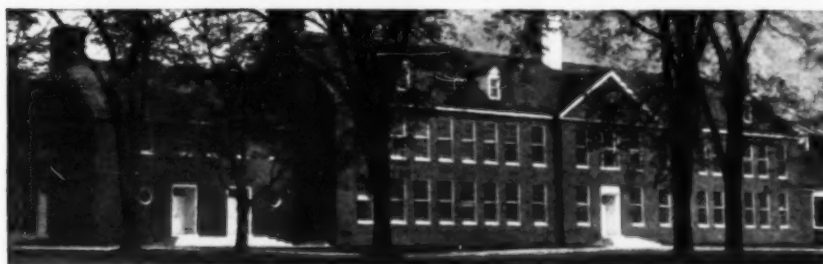
## These modern schools rely on AMERICAN-Standard

■ In many respects these schools are vastly different. They're located in widely separated sections of the country. They're different in size. And they're different in architectural design. However, like hundreds of other fine educational institutions, they're in perfect agreement as to the best heating equipment and plumbing fixtures to use: they're all American-Standard equipped.

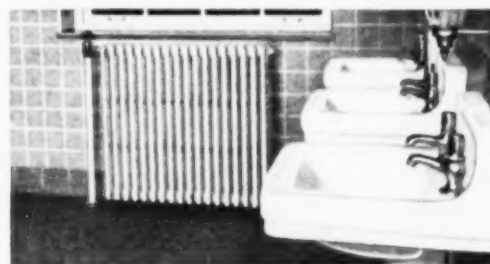
In schools all over the country American-Standard Heating Equipment and Plumbing Fixtures have proved to be

efficient, dependable, easy-to-maintain, even under the most rugged service conditions.

When you build or remodel *your* school, ask your Heating and Plumbing Contractor about American-Standard Heating Equipment and Plumbing Fixtures—long the choice of schools and public buildings everywhere. There's a complete line of products to choose from. **American Radiator & Standard Sanitary Corporation**, P. O. Box 1226, Pittsburgh 30, Pennsylvania.



**JULIAN CURTISS SCHOOL**, Greenwich, Connecticut.  
Architects: W. B. Tubby, Coffin & Coffin, & Philip N. Sunderland, Inc., Associated Architects.  
Heating and Plumbing Contractor: Hauxwell & Smith, Inc.  
Wholesale Distributor: Center Heating & Oil Supplies Co.



In the Julian Curtiss School this compact, slim-tubed **ARCO LEGLESS RADIATOR** provides exceptionally quick heating. The **LUCERNE LAVATORIES** feature deep, square bowls and splash backs, and are made of durable genuine vitreous china.



**MONTECITO ELEMENTARY SCHOOL**, Martinez, California.  
Architects: Bamberger & Reid, San Francisco  
Heating and Plumbing Contractor: Morrill Plumbing & Heating, Oakland



This neat rest room of the Montecito Elementary School is equipped with the **DEVORO WATER CLOSETS** and **CHINA URINALS**. Of genuine vitreous china, these fixtures are non-absorbent, easy to clean. Flushing action is fast and thorough.



**ROSEDALE SCHOOL**, Denver, Colorado  
Architects: Raymond Harry Ervin and Associates  
Mechanical Engineers: Marshall & Johnson  
General Contractor: E. L. Hobbs Construction Company  
Plumbing Contractor: Grabb Plumbing & Heating Company



Steady and adequate heat is automatically supplied the Rosedale School by this **STANDARD GAS BOILER**. Heating surfaces, burners and controls are all coordinated to give maximum heat output with minimum operating and maintenance costs.



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AMERICAN-STANDARD • AMERICAN BLOWER • CHURCH SEATS • DETROIT LUBRICATOR • KEWANEE BOILERS • ROSS HEATER • TONAWANDA IRON

# Auto-Lok

*The perfect window* for  
**SCHOOLS**



## THE EASIEST OF ALL TO OPERATE

**YET IT'S THE TIGHTEST CLOSING WINDOW EVER MADE**

The days of frantically calling the janitor to open or close sticky, balky windows is over. Auto-Lok, the perfect window for schools, is as easy to open as to close with just a twist of a wrist. Pupil or teacher can instantly control the amount of ventilation desired. Auto-Lok windows open widest for 100% ventilation... Closed, they are sealed like a refrigerator to reduce air infiltration to a minimum heretofore believed impossible! Dangerous "cold spots" around windows that breed respiratory infections are eliminated. And you can leave vents wide open when it's raining to provide fresh ventilation and keep "sleepy heads" wide awake.

**THE TIGHTEST CLOSING WINDOW EVER MADE**

Ask us to send you a copy of the booklet  
"WHAT IS IMPORTANT IN A WINDOW?"  
It is a planning guide you will want.  
Write Dept. AS-10



### SEALED LIKE A REFRIGERATOR

Every inch of closing surface is positively sealed with Auto-Lok's specially extruded elastomeric vinyl weatherstripping. "A" crosses over vertical weatherstripping "B" to give a tight closure heretofore believed impossible.



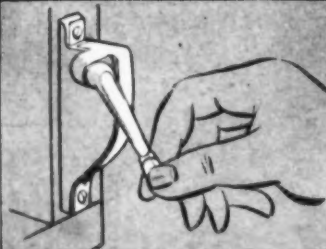
### CLEAN OUTSIDE FROM THE INSIDE

Cleaning poses no problem with Auto-Lok's adjustable vent design. And, for quicker, easier cleaning, even the top vent may be cleaned from within!



### EASIEST TO OPERATE

Precision-balanced hardware and handsome, unobtrusive operator permit effortless operation, fewer turns. It's as easy to open as it is to close.



### ENGINEERING SERVICE

Architects and designers everywhere call on Ludman's Engineering Service to assist in window planning. Why don't you?



**Auto-Lok**  
WINDOWS  
*aluminum or wood*  
SEALED LIKE A REFRIGERATOR

**LUDMAN**  
*Corporation*

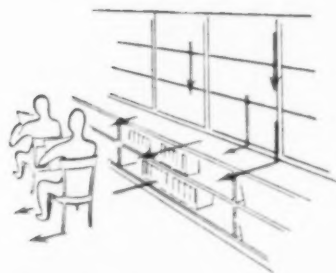
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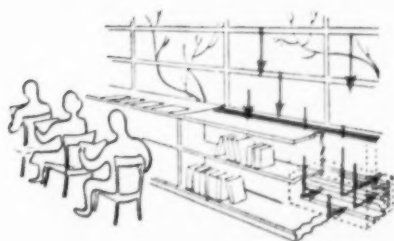
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# THE AMERICAN School Board Journal

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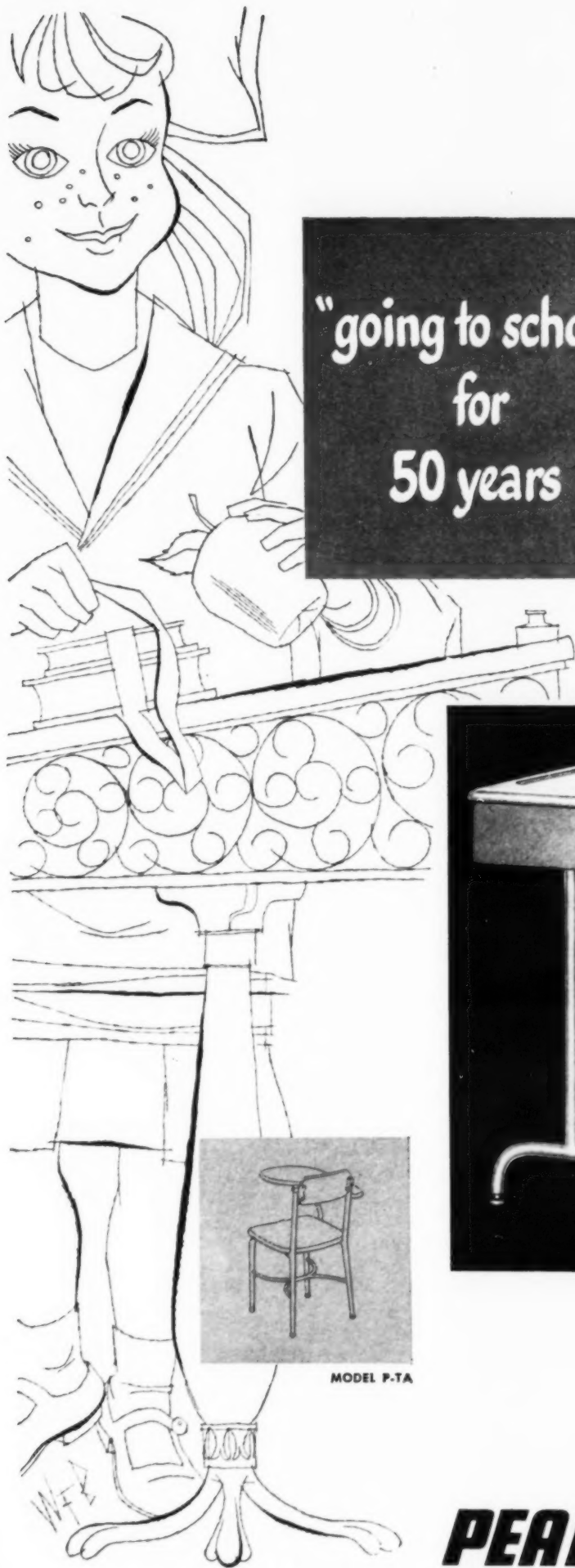
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SCHOOL BOARD JOURNAL for OCTOBER, 1951



Better Schools Result From —

# Progressive Tendencies of School Boards *E. C. Bolmeier\**

Although public education in America has always been characterized by its local control, there has been a long evolutionary period during which time direct control by the whole community has given way to representative control. The schools of our earliest period were planned and managed in town-meeting fashion where all citizens had a direct voice in what was done. Obviously with the growth of communities, school systems, and social problems such direct control became impractical. Consequently temporary committees were selected to perform various school functions. Later these temporary school committees were replaced by permanent school committees or school boards.

These early school boards were much unlike those of the present day. Their progressive development has been no less spectacular than that of other public school features. Much of the improvement in local boards of education is the result of constitutional, statutory, and charter provision. Considerable improvement, however, may be attributed to the efforts of the boards themselves. The vast majority of school boards have exercised their discretionary powers in accordance with the demands of their constituents — the public, the recommendation of experts in the field of school administration, and their own judgments as to what will eventually be most beneficial to the pupils.

*Confining efforts to proper areas.* One of the most progressive and beneficial characteristics of the modern school board is its limitation of activities to areas in which it is competent to serve. This tendency is in

marked contrast with the times when school committees attempted to "run the whole show" — even to the extent of examining pupils and teachers. School boards were reluctant to surrender or delegate executive functions. Early boards were more jealous of administrative authority over instructional than business affairs of the school — which perhaps accounts for the position of secretary (business manager) antedating the superintendency.

## The Central Function

The principle is now generally accepted, particularly in city school systems, that the proper function of the school board is of a legislative rather than an executive nature. In brief, the legislative function is to formulate and adopt policies. State school laws require the school boards to perform such legislative functions as apply to the establishment, support, organization, and operation of the school system. The school board can legislate only within the limits of statutory and constitutional provisions. Existing restrictions, however, do not prevent our local boards of education from being among the most active and important legislators in our democratic society.

School-board policy or legislation is of no avail if not properly executed. After legislation has been enacted by the school board it must be executed by someone who can give his full time to that important function, and who is professionally trained to do the job. In most school systems that person is the superintendent of schools. He is the chief professional expert of the board and is therefore charged with

the responsibility of executing the policies formulated by the board.

Because of the board's relinquishment of the administrative functions, and the charging of those responsibilities to its chief executive officer, it becomes one of the most important acts of the school board to select with extreme care the superintendent of schools. Obviously the progressive board will provide its chief executive with the authority, staff, and facilities necessary to perform his executive function, which is mainly putting the formulated board policies into actual practice.

Although the modern board does not attempt to serve in an administrative capacity, it should not be inferred that policy making constitutes the only area for which school boards are responsible. Other important board functions have to do with observation, inspection, appraisal, and interpretation of the work of the schools. In performing these functions, however, as well as formulating school policies, the progressive board will be guided by the advice and assistance of the professionally trained executive.

*Streamlined board meetings.* The progressive development of school boards is nowhere more clearly manifested than at the board meetings. As contrasted with the unfavorable conditions and the ineffective procedures of earlier years, the modern board meets in favorable quarters and according to a planned schedule. The agenda for each meeting are usually given to the members a day in advance so that business may be expedited at the actual meeting. The order of business is almost standardized in accordance with accepted

\*Duke University, Durham, N. C.

principles; parliamentary procedures are carefully followed; and the final actions of the board are carefully recorded. The minutes of the board meetings are properly indexed and filed as a ready source of reference. Although they are kept safely, they are frequently made available to public groups and particularly to reliable newspaper reporters who need to publish accurately the significant facts about the meetings in which the public is concerned.

### Publicity in School Business

Decades ago it was not common for board meetings to be open to the public. The undue secrecy of these early board meetings caused citizens to become suspicious and critical of the board activities. It is generally agreed now that there is no better way of winning public support for the schools than by "lifting the iron curtain" on board meetings and inviting any and all interested citizens to participate. The great majority of boards—particularly in the cities—now conduct "open" meetings. Realizing that the schools belong to the people this trend is likely to continue. With the further development of television it is even conceivable that, in the future, citizens may be able to listen and "look in" on school board meetings. The result would likely be a still greater refinement of meeting procedures, and certainly a keener public interest as to school problems.

*Promoting public relations.* Rather than discourage or prohibit the citizens from observing its activities, the progressive board attempts to publicize and interpret its actions and accomplishments. The present-day board seeks to develop a harmonious understanding between the school and the public it serves and upon whose good will and support it depends.

Increasingly the board employs available media for bettering its public relations. In addition to the use of the press, such modern devices as the radio and television are utilized in informing the public as to what is going on in the schools. Perhaps the greatest accomplishment in promoting good public relations in recent years has been through various published reports.

*Engaging consultants.* It is a progressive tendency for school boards to engage consultants or survey specialists to appraise existing school conditions and to make recommendations accordingly. The fact that a school board engages specialists does not necessarily discount the efficiency of the board, the superintendent or any other member of the school staff. On the contrary, it is usually evidence that the board realizes the vastness and complexity of certain school problems which occasionally require the services of experts.

Survey specialists have some advantages over regular staff members in that they (1) possess more technical and wider expe-

rience in specialized fields; (2) are independent of local pressures and thereby freer from bias; (3) may make comparisons with other school systems with which they are familiar; and (4) are more likely to gain access to records and materials outside the province of the local community.

### Consulting Service Available

The United States Office of Education and the various state departments of education have experts in specialized fields who are usually available to give consultative services to school boards requesting them. School boards may also receive expert consultative services from school administration departments of universities. Alert and progressive boards frequently take advantage of such opportunities.

*Use of advisory committees.* The progressivism of school boards is further evidenced by invitations to lay citizens of the community and members of the school staff to participate in solving school problems. A progressive board will solicit co-operation from others by inviting them to serve on advisory committees. If well-qualified persons are selected to serve they can be helpful to the board by carrying on investigations, submitting factual reports, and making recommendations. The greatest value from such lay groups, however, lies in the development of community understanding and a spirit of co-operativeness. The enthusiasm and co-operativeness manifested by an advisory committee often spreads through the school system and the entire community.

There are numerous ways in which lay advisory committees are extremely helpful. For example, they are often successful in generating community support for a bond issue or an expanded budget. Such practice is known to have resulted in community support and approval. Another progressive practice, in large cities where a city official is responsible for appointing

members to the school board, is to maintain an advisory committee to canvass the field of prospects and to make recommendations.

The effective co-operation of board and staff members has frequently been demonstrated in such school problems as planning a new school building. Where a school staff committee participates, the final plans are more likely to meet educational needs. Moreover, the teachers will have a feeling of partnership in the accomplishment. Some school boards have found staff committees reasonable and helpful in the formulation of a salary schedule for school employees.

### Strengthen Superintendency

No inference is made that the school board's solicitation for co-operation from staff members and lay groups diminishes in any respect the role of their chief executive. In fact in most instances where advisory committees are invited to co-operate in solving school problems, it has been at the suggestion and with the approval of the superintendent of schools. School board members and school administrators realize that the problems of public education are so important and complex that every potential school and community source should be tapped in reaching for solutions.

*State associations of local school boards.* School boards have not confined their co-operative efforts to local matters. They have followed the lead of teachers by organizing into state associations in order to develop greater solidarity in the performance of a state function. With the beginning of the year 1951, at least 40 states can boast a state school-board association; and the few remaining other states are moving toward that achievement.

The benefits which accrue from this progressive trend are many. The more obvious benefits are: (1) It provides a means whereby local school-board members may pool their interests and experience for mutual benefit. (2) It provides a clearing-house to help all school boards of the state. (3) It enhances state legislative consideration of state and local school problems. (4) It effects school economies by larger group participations in the procurement of various services. (5) It ultimately tends to equalize educational opportunities by developing a statewide understanding of school needs.

Now there is also a National School Boards Association. It meets annually in connection with the meeting of the American Association of School Administrators. Since the National Association has set up headquarters, May 1, 1949, with a full-time secretary and an office in Chicago, it is highly probable that it will become a strong organization in aiding the various state school-board associations, thereby promoting the progressive development of school boards throughout the nation.





# THE LAW, THE TEACHER, AND THE CHILD

Milton J. Cohler, Ph.D.\*

A public school is more than an educational institution; it is also an agency of government. Thus a public school teacher is an employee of an educational institution which has some responsibilities for carrying out governmental directives. The position of teacher, as well as that of governmental employee demand that the school administrator make frequent decisions that are freighted with the requirements of the law. These decisions must be right even though the situations in which they arise demand that they be made, literally, *on the spur of the moment*. They must be right not only because there is a slight probability of legal remedies being utilized against a teacher or administrator who makes an illegal decision; but because an educator's sense of morality requires that he give children their legal rights, irrespective of the presence or absence of sanctions.

In the daily conduct of a school a teacher must be sensitive to the requirements of health and safety; and the administrator in direct charge of children must decide, among other things: whether this child whose parents live out of the school district may attend the school; what to do with a child who becomes ill in school; what kind of treatment, if any, to give to an injured child; what to do when an alleged parent comes to take a child out of school; what kind of precautions to take in giving out information; how to provide for essential messenger service, educational tours; and what decision to make in a host of other special situations so numerous and frequent in their occurrence that they are part of the regular routine of every school. For the teacher or administrator who would answer the questions raised with the assertion that he would make his decision on the basis of the soundest educational procedure for the situation at hand, it should be pointed out that it would assist materially to determine what is sound educational procedure in a given case if one knew its legal status. Not that a knowledge of law can supplant expertness in the fields of child development and educational psychology; it is rather that the law is built by high court decision, and high court decision is a synthesis of legal principle and sound practice and theory in the field

of human endeavor to which the law applies.<sup>1</sup>

Thus a knowledge of the *substantive law* of the teacher-pupil relationship is just as essential in making decisions that are administratively sound as is a knowledge of the principles of child development and educational psychology underlying the educational aspects of the decisions. Furthermore, all the branches of knowledge involved must be part of the offhand equipment of the educator who is to make the decisions with the alacrity that the usual situation demands. Let it not be inferred that an error in judgment would lead to some legal retribution that would make teaching and school administration a hazardous occupation. This is the opposite of the truth; for the dangers in wrong decisions arising from irate parents, harassed school board members, the conscience of the educator, and poor discipline in the class usually are far more formidable than the legal hazards. In fact the courts are wedded to an extremely lenient view of the mistakes of the teacher. It is a basic principle of law that the courts will inquire only into the right of the governmental agent to make the decision he did; not into the wisdom of the decision.<sup>2</sup> Only when the decision is characterized by caprice or arbitrariness, or is impelled by an improper motive resulting in an illegal action will the court visit the wrath of the law upon the perpetrator, or substitute the judgment of the court for that of the teacher.<sup>3</sup>

<sup>1</sup>*Stephens v. Bangart*, 15 N.J. Misc. 80, 189A. 131. Note the carefully developed educational theory.

<sup>2</sup>*Pugsey v. Sellmeyer*, 158 Ark. 247, 30 A.L.R. 1212, 250 S.W. 538. "The question, therefore, is not whether we approve this rule as one we would have made as directors of the district, nor are we required to find whether it was essential to the maintenance of discipline. On the contrary we must uphold the rule, unless we find that the directors have clearly abused their discretion, and that the rule is not reasonably calculated to effect the purpose intended."

<sup>3</sup>*Flory v. Smith*, 145 Va. 164, 134 S.E. 360, 48 A.L.R. 654. "In the conduct of the public schools it is essential that power be vested in some legalized agency in order to maintain discipline and promote efficiency. In considering the exercise of this power, the courts are not concerned with the wisdom or unwisdom of the act done. The only concern of the court is the reasonableness of the regulation promulgated. To hold otherwise would be to substitute judicial opinion for the legislative will."

<sup>4</sup>*Tanton v. McKenney*, 226 Mich. 245, 197 N.W. 510, 33 A.L.R. 1175. The court quotes with approval from the article on "Schools" in 24 R.C.L. p. 575: "Control by courts. — The courts will not interfere with the exercise of discretion by school directors in matters confided by law to their judgment, unless there is a clear abuse of the discretion or a violation of the law."

For fear that too much has been said about law and not enough about education, let me hasten to add that this series of papers is concerned only with school administration as it applies to the teacher-pupil relationship. It is only because public school administration is freighted with the law, and everybody is legally presumed to know the law of the subjects on which he takes action, that law enters into the discussion at all. The laws of legal procedure, remedies, and penalties are specifically excluded; because they are the concern of courts, lawyers, and litigants and have nothing to do with school administration. Since court decisions not only interpret the *written law* of constitutions and statutes, but create law where no enacted law covers the case at hand, only the law of court decision will be discussed. For the *written law* covered by statute the reader is referred to his state's school code which can usually be secured by applying to the state central educational agency.

Only the teacher-pupil relationship is discussed because that should be part of the offhand knowledge of every teacher and school administrator. The other aspects of school law which certain school officials need to know are ably covered in published works already extant.<sup>4</sup> Current developments in school law are covered in periodical literature to which most administrators have regular access.<sup>5</sup>

## Teacher-Pupil Relationship

With respect to the pupil, the teacher stands in place of the parent (*in loco parentis*) for those limited purposes placed under the jurisdiction of the school by the state and the parents. The term "teacher" is broadly interpreted to include teacher, principal, superintendent, or any other educational worker in whose charge the school organization places the pupil. Standing in place of the parent, the teacher is authorized and obligated to use the discretion

<sup>4</sup>Edwards, Newton, *The Courts and the Public School; The Legal Basis of Organization and Administration* (Chicago: The University of Chicago Press, 1933).

<sup>5</sup>Hamilton, Robert Rolla, and Paul R. Mort, *The Law and Public Education, with Cases* (Chicago: The Foundation Press, 1941).

<sup>6</sup>Trusler, Harry Raymond, *Essentials of School Law* (Milwaukee: The Bruce Publishing Company, 1927).

<sup>7</sup>*American School Clearing House*, AMERICAN SCHOOL BOARD JOURNAL, *The Nation's Schools*.

\*Principal, Waller High School, Chicago, Ill.



of a parent interested in the welfare of his child. Since the teacher receives a monetary compensation for his services, he is also presumed to have the professional competence that the state sets up as a requirement for certification.<sup>6</sup> Thus there is created a legal picture of a wise parent, interested in the welfare of the children, with the special insight into the problems of children that goes with specialized professional training. In the conduct of his work with the child the teacher is continuously called upon to test his actions with this criterion: "Considering that I have special professional training in child development, is this the way I would want my own offspring treated under the existing circumstances?"

### Educational Tours

Standing in place of the parent, the teacher is responsible for reasonable care for the health and safety of his pupils. Since he is an employee of a board of education which is a governmental agency having only those powers specifically allocated to it by the legislature, plus those implied powers essential to the carrying out of the specified duties, he may stand *in loco parentis* for only those activities allocated to the board of education. It is clear that a board of education has extramural authority over those matters of direct benefit to the school.<sup>7</sup> In the absence of legislation and litigation concerned with tours, we cannot be sure that a given court would rule that educational tours are for the direct benefit of the school. If a tour were judged not to be for the direct benefit of the school, to take a child on a tour

outside of the school premises without specific authorization by the parent could by itself be an act of negligence, even though the actual conduct of the tour were managed with prudence and forethought for the safety of the children.<sup>8</sup> In order to extend the authority beyond the school premises, for educational tours, authorization should be received from the state or the parent. Securing permission from the parent is a practical method most readily available. Although oral permission would have adequate legal standing, once the facts were established, it is usually more difficult to prove that oral permission was received than it is to produce a written authorization that is already on file. In order for such written authorization to be of greatest value it should contain the time, place, and conditions of the authorization. When the composition of the authorization is left to the parent, the form of the statement is usually inadequate for its purpose. Hence, it is well for the school to have on hand blank forms which require the filling in of just the name of the child, the signature of the parent, and the date. The duplicated form should be addressed to the head of the school and may be an authorization for a specific tour or a whole series of tours over a stated period of time. The method of transportation and type of supervision should be stated.

### Other Types of Authorization

Other possible types of authorization for the extension of the school's authority include legislative action, resolution by a state board of education, and judicial decisions. The suggested alternatives are hypothetical, and it is left entirely to the reader to decide whether or not to put his trust in them.

A statute could be enacted by the state legislature or a resolution could be passed by a state board of education authorizing local boards of education to extend the curriculum to the direct study of the institutions of the entire community or state. Then a given board of education could authorize a curriculum embodying such a principle. Since the teacher is charged with putting the curriculum into effect, he could then take his pupils to the places where this *direct* study must take place.

The other alternative would be for a superintendent to authorize the tours he considered desirable, without parental permission. When and if a charge of negligence growing out of such a tour would have to be defended, the superintendent and teacher could claim that modern education has as one of its essential characteristics the direct study of community institutions, and that such curricular requirements carry with them the implied authorization to utilize the entire community as part of the school. If the state supreme court should sustain such a de-

fense, new law would thus be made and written authorizations would no longer be required.

With considerably more assurance than is contained in the foregoing paragraph, it can be assumed that a written authorization permitting a boy to be a member of a school team carries with it the implied authority to make the trips that a school team usually takes in order to engage in interscholastic competition. However, *substantial assurance* can be improved to the point of *reasonable certainty* by including specific permission to make these trips in the routine authorization to become a member of the team. In any case, a trip out of the usual territory of the interscholastic circuit calls for special authorization.

When the teacher receives appropriate permission to take the child off of the school premises for appropriate educational purposes, the act of taking the child to another theater of activity could no longer be judged an act of negligence *per se*. Furthermore parental permission relieves the teacher of responsibility to the parent, in so far as the parental authorization is not exceeded. However, the teacher is responsible to the child for *reasonable care and prudence* in the conduct of the tour.<sup>9</sup> In other words, authorization from the parent or state gives the teacher permission to be careful—permission to exercise the discretion that sound educational practice and a professional knowledge of child development would dictate as being appropriate to the developmental status of the children being supervised, the size of the group, and the unusualness of the situation. Thus, the younger the children, the fewer to be supervised by one adult; and the larger the group and more unusual the situation, the more careful the planning. Unless there is a complete lack of plan and foresight or a gross deficiency in the amount of supervision, a teacher need not fear that a court will attempt to substitute its judgment of what is appropriate for that of the teacher. There is no legal requirement that a teacher's judgment coincide with that of a court; but in the event of a suit for negligence the teacher should be able to demonstrate that there was planning and supervision which were not inconsistent with the usual educational practice. A teacher who is careful to secure the appropriate kind of written permission, plans and supervises the tour with reasonable care, and follows the procedure set down by the administrative head of the school need have no hesitancy about carrying out sensible educational tours in the community.

(To be continued)

<sup>6</sup>*Kidd v. Chellis*, 59 N.W. 473. Defendant in this case was a person employed as a teacher without having complied with the statute which required a teaching certificate. "Although the defendant was not, for all purposes, the teacher of a public school, he was a teacher of a public or private school for the purpose of governing the school as against persons who chose to be members of the school; and for any misgovernment or maladministration in prescribing studies or requiring educational exercises, the law provided ample remedies. . . ."

<sup>7</sup>*State ex rel. Dresser v. Board of School Dist. No. 1*, 135 Wis. 619, 16 A.L.R. (N.S.) 730, 128 Am. St. Rep. 1050, 116 N.W. 232. "This court therefore holds that the school authorities have the power to suspend a pupil for an offense committed outside of school hours, and not in the presence of the teacher, which has a direct and immediate tendency to influence the conduct of other pupils while in the schoolroom, to set at naught the proper discipline of the school, to impair the authority of the teachers, and to bring them into contempt and ridicule. Such power is essential to the preservation of order, decency, decorum, and good government in the public schools."

<sup>8</sup>*O'Rourke v. Walker*, 102 Conn. 130, 128 A. 25, 41 A.L.R. 1308. "Examination of the authorities clearly reveals the true test of the teacher's right and jurisdiction to punish for offenses not committed on the school property or going and returning therefrom, but after the return of the pupil to the parental abode, to be not the time or place of the offense, but its effect upon the morale and efficiency of the school. . . ."

<sup>9</sup>Rosenfeld, Harry N., "Liability for School Accidents" (New York: Harper & Brothers, 1940), p. 89 (Ruling of Wisconsin Attorney General). " . . . The consent of the parents to take the children on field trips does not absolve the teacher of liability where there is negligence occurring in the administration of the trip. The only effect . . . of the consent is to absolve the teacher of any negligence inherent in the mere taking of the child on a field trip."

<sup>9</sup>*Sartarian v. Sleight*, 129 P. (2nd) 35. "We entrust the safety of our children to our public school authorities during school hours. They are bound to exercise an amount of care for their safety during that period commensurate with the immaturity of their charges and the importance of their trust."

# Mishawaka Weighs Nutrition Program

Walter E. Thurston\*

"Good nutrition" has been the goal in the Mishawaka Public Schools' Health Program during the past three years. In February, 1949, a survey of the diets of the children in Grades 3 to 6, inclusive, was conducted, and the results showed there was definite need for improvement in the eating habits of the boys and girls. The results showed that 16 per cent of the diets were good, 27 per cent were fair, and 57 per cent poor.<sup>1</sup>

During the next three months the classroom teachers were asked to stress better eating habits in their daily classes, and excellent nutritional instruction materials were provided for the purpose. In May, another survey was made to check the progress made in the pertinent health education. This survey showed 31 per cent of the diets were good, 26 per cent were fair, and 43 per cent poor. The improvement was gratifying, but it seemed clear that continued educational effort would have to be made over a long period of time in order to maintain the gains made and to progress further toward the "good nutrition" goal. Student assembly programs, radio programs, good breakfast clubs, and newspaper articles have all been used to fully establish the good habits with the children and to reach the parents.

## The 1951 Survey

This year — 1951 — a different type of survey was conducted. The results show the relationships of the cafeteria to the health program, and have given the administrators valuable information showing how the school lunches can acquaint children with the right foods and cause them to eat balanced meals. The data have served as a guide for the cafeteria supervisor in planning of menus, and have furnished the classroom teachers with additional teaching points that need emphasis.

The survey form was drawn up by a committee including Superintendent J. J. Young; Assistant Superintendent Gerald Neff; Head School Nurse Gladys Conant; Supervisor of Cafeterias Mary L. Durr; and Walter E. Thurston, Supervisor of Health, Physical Education, and Safety. The survey was administered by Mr. Thurston in each of the classes of three schools in order that the information and



The cafeterias in the Mishawaka Elementary Schools give each noon an opportunity for happy experiences.

the results obtained would be uniform and as valid as possible.

The table below shows the number of pupils surveyed and the percentages of those who eat (1) the plate lunch, (2) à la carte, (3) at home, (4) in restaurants. The study included full facts concerning foods which children do not eat or eat rarely, the number who buy milk, and other pertinent data.

The conclusions are that the cafeteria is serving only a small percentage of pupils in the elementary schools. The record in the junior high school and senior high school is better, but is not as high as it might be.

SCHOOL LUNCH PRACTICES,  
MISHAWAKA, INDIANA

School	Number of Pupils	Plate Lunch	À la Carte	Bring Lunch	Eat at Home	Eat Elsewhere	Don't Eat
		%	%	%	%	%	%
Battell	218	11.9		36.0	47.9	4.1	
Main	176	26.6		33.9	17.0	20.9	1.7
High School, General	206	15.1	10.6	42.7	20.0	11.5	
High School, Shop	204	13.7	3.9	46.1	16.7	19.6	
High School, Home Economics	147	11.5	15.0	44.2	14.3	15.0	

The survey is helping the administrators in the following ways:

## Helpful Findings

1. The school executives and the teachers can see that the cafeteria serves only a small portion of the student body.

2. There is a definite need for a hot soup to be served so that the large number who bring cold lunches can buy something hot to eat with their lunch.

3. The forms filled out by children who "eat elsewhere" afford the principals with the opportunity to have individual conferences with these pupils which should be influential in getting them to eat at school.

4. The classroom teachers have found the survey information to be a guide for placing emphasis in the health teaching. For example: (a) the importance of eating the plate lunch because it is a well-balanced meal; (b) the disadvantage of eating a cold lunch; (c) the importance of eating one hot dish with a cold lunch; (d) the value and need of eating foods which the majority of pupils never have tasted or do not eat.

Further, the survey has seemed significant for the school lunch program in the following areas of menu planning and additional nutritional education:

\*Supervisor of Health and Physical Education, Mishawaka, Ind.  
<sup>1</sup>Standardized check forms furnished by General Mills, Inc., were used to make this survey.





*The high school cafeteria, Mishawaka High School, is always well patronized.*

### Better Planning Possible

1. There are many foods which a noticeable number of students do not like and do not eat. They are: asparagus, lima beans, beets, cauliflower, onions, parsnips, sweet potatoes, sauerkraut, spinach, squash, stewed tomatoes, turnips, baked hash, creamed eggs, escalloped noodles and eggs, creamed fish, Spanish rice, cabbage salad, tuna fish salad, dried apricots, cranberry sauce, and mushroom soup. This list is useful to the school lunch supervisor in indicating which foods should not be served too often because of waste, but which should be served occasionally for education in food selection. It seems significant that many of these unpopular foods are yellow vegetables. A great number of pupils have had no experience in eating parsnips, squash, and turnips.

2. Most students like and enjoy the main dishes, sandwiches, and salads.

3. The foods most popular with the children include all the common fruits, except cranberry sauce and dried apricots. The best-liked vegetables are green beans, carrots, celery, corn, peas, white potatoes, radishes, lettuce, and mixed vegetables. The children like dairy products except cream cheese and cottage cheese; they like all breads and soups except mushroom soup.

4. The greatest need for education in better food habits is in the eating of vegetables.

One interesting feature of the report is the change in food experience at elementary, junior high school, and senior high school levels. The elementary pupils on a whole tasted more foods and their percentage of "do not eat" foods was lower than junior high school and high school pupils. The question arises. Is the increased interest in these foods at elementary grade level due to the educational program that

we have carried on in our health education classes during the past three years?

1. In conclusion, the survey is proving a valuable guide to the administrators in seeing what changes need to be made in the lunches to meet the existing problems.

2. The survey shows the classroom teachers where added emphasis should be placed in relation to nutrition and good eating habits.

3. The survey is valuable as a guide in planning menus for the school lunch program.

It is evident that serving foods popular with the children will increase the number who eat well-balanced plate lunches. At the same time, the program can be shaped to stress foods that are not popular and to educate students to eat a greater variety of nutritional foods and well-balanced meals.

The findings are being kept alive by discussions with the teachers, the supervisors, and administration. We are moving forward on the basis of fact.

## Ethical Principles for School Board Members

The ethical school board member owes his first allegiance to the children of his district, not to any political party or business organization.

The ethical school board member does not seek special privileges, or private gain.

The ethical school board member does not use his position to promote his business or professional interests.

The ethical school board member seeks to provide equal opportunities for all children regardless of race, creed, or location.

The ethical school board member recognizes that it is his duty and that of his fellow board members to formulate policies but that it is the duty of the superintendent to carry them out.

The ethical school board member understands that it is the duty of the superintendent to recommend teachers and other personnel and that candidates for positions should be chosen on merit alone.

The ethical school board member recognizes that funds dedicated to educational purposes must be wisely, honestly, and economically expended.

The ethical school board member understands that he has no authority as an individual but must act with and through the board as a whole, and must be governed by the decisions of the board.

The ethical school board member keeps himself informed about conditions in the school system.

The ethical school board member assists the professional staff in keeping the public informed about the progress and needs of the schools.

*Presented by Mrs. Harold Meeks, member of the East Baton Rouge board of education before the annual convention of the Louisiana State School Boards Association, January 22, 1951.*



# The Board of Education's Bylaws

Franklyn S. Barry\*

In the April issue of the *SCHOOL BOARD JOURNAL* a short editorial called attention to the fact that a certain school board was embarrassed when a member stated that a proposed action was contrary to a rule adopted some five years previously and never rescinded. Further discussion, according to the editorial, revealed that there was no complete set of rules, no complete statement of the board's policies available in any form.

The writer, in covering a unit on school board duties and organization in a graduate class in school administration for a near-by university, requested copies of board-of-education bylaws from each school district represented. The only copy presented for discussion came from a city of nearly 100,000 population—and covered less than one typewritten sheet! Further research while preparing adequate bylaws for the city of Cortland, revealed that only two of the many school districts contacted in the state of New York had adequate, modern rules and regulations under which the boards of education operated.

There are several fundamental reasons for the preparation and adoption of a code of rules and operational procedures by boards of education, regardless of the size of schools the various boards represent.

Foremost among these is the fact that consistency of procedure is one of the largest factors in developing confidence; and a board of education must have the confidence of the public, the teachers, and the pupils before it can do the task it is elected or appointed to do. Another primary reason for such a code lies in the fact that, properly and carefully prepared, these self-imposed regulations may prevent education groups from taking many unwise steps during the heat of a particular occasion. Such rules, prudently and thoughtfully developed during a time when no specific issue is present to warp or color them can have a beneficially restraining influence when most needed. A third reason for school board rules is purely a matter of good, sound, business methods and procedures. In many communities the school is the largest business. In many communities a private business could not survive if operated under conditions found in some of our schools.

## What Bylaws Should Include

Teachers enjoy working in schools where

the board and the administration function in a businesslike manner. People like to live in such communities and there are even some educational values in such a plan for the pupils in those schools.

A bylaw, as the word suggests, is a secondary law or regulation made by an association or an unincorporated society. It should follow, therefore, that bylaws of a board of education are all of those regulations and rules that have been adopted by the board, in the day-by-day operation of the school system.

In addition to these bylaws, such a set of rules should include certain charter regulations in cities where boards of education derive some powers from their city charters, and in all cases should include the duties vested by state law in the board of education and in the various administrative officials of the school system.

Such a code of rules and regulations will include all of the policies of the board of education concerning the appointment and employment of teaching and nonteaching personnel. In times when there is increasing concern over the rights of the employed, this is of extreme importance. Witness the many court cases, investigations, and community disturbances in this whole area of school board-superintendent-teacher relationships and the need for complete, written and published policy is easily seen. Many of the violent community quarrels arising from the dismissal of teachers might well have been avoided if the board of education concerned had adopted fair, democratic employment policies in advance and had acquainted all concerned with them. More often than not the board of education has erred in procedure rather than judgment but this often becomes confused in the minds of the public who later enter the picture.

This area should also include the latest salary schedule in effect in the school system with such details as credit for prior service, credit for extra training and all related items. This, too, is significant, in order that teachers and other employees understand their salary relationships to others on the staff.

## A Guide to Good Bylaws

The following outline for a workable set of rules under which a board of education might operate represents the best of several studied and adapted to the writer's community. Upon completion and with the help of a State Education Department

official they were reviewed from the legal standpoint for errors and finally published in booklet form. They are presented here in outline form as a guide only, for any board of education or superintendent. Each community has its own regulations and rules which must be included.

The set of rules and policies and various specified duties and powers will hereinafter, for the sake of brevity, be referred to as bylaws.

Such bylaws should first include a foreword setting forth the purpose of the administration in preparing such bylaws and should assure everyone that such regulations are flexible and can and will be changed to meet future needs as they arise.

Following the foreword will be a preamble listing any charter regulations peculiar to the particular community and the legislative mandates from which boards of education receive their powers.

The remainder of the bylaws may be organized under Article numbers and Section numbers for the purpose of ready reference.

**Article I** covers all material relating to the organization and the meetings of the board of education. This article sets the date, place, hour, and the manner of conducting the annual board of education meeting. It also sets the date, place, and hour for regular meetings and the method of changing these; this item is reaffirmed annually to confirm with State law. The various methods of calling special meetings are also covered in this article. This section in itself often avoids considerable confusion and many unnecessary special meetings. Quorum requirements are set forth as follows:

*Section 5. A quorum for the transaction of ordinary routine business shall consist of a majority (three members) of the members of the board. For the election or dismissal of teachers or other school officers, and for the amendment of these bylaws and rules, a majority vote of the full membership of the board will be required.*

**Article II** details the conduct of all board of education meetings. It also gives the method of providing a presiding officer in the event the president and vice-president are absent.

## The Board's Business

The following Order of Business is followed regularly at all board meetings and in preparing the agenda sent to all board members in advance of all regular meetings.

\*Superintendent of Schools, Cortland, N. Y.

### Old Business

Roll call  
Approval and acceptance of minutes  
Communications to board  
Hearings for persons presenting petitions  
Report of superintendent on operational conditions  
Reports of committees  
  
Report of chamberlain  
Budget control report of clerk (as requested)  
Miscellaneous

### New Business

Communications to board  
  
Requests for directives and policy determinations  
Reports of committees  
Schedules of — staff, appointments, tuition due, bills, audit of schedules: general fund, internal fund  
  
New Business  
Adjournment

**Article III** consists of a number of sections describing in detail the various rules of order pertaining to the conduct of all board of education meetings. These rules include the following important points:

1. How business is brought before the board
2. All motions to be in writing
3. All members present required to vote on all questions unless excused
4. Right of the president to vote on all questions
5. Place of the superintendent at board meetings
6. Recording of all votes on motions
7. Consent of whole board required for reintroduction of motions lost in previous meetings
8. Composition of board of education committees and methods of reporting

Adherence to Article II, *Order of Business*, and to Article III, *Rules of Order*, has greatly simplified the conduct of all board meetings and has had a decided effect in keeping harmony at all times among members of the board.

### Duties of Professional Officials

**Article IV** gives the duties of the president of the board of education. These duties include the conduct of the meetings, the signing of documents, the power to call special meetings, and the appointment of the standing committees of the board of education.

**Article V** gives in detail the duties of the secretary of the board of education. Several sections cover such responsibilities as the keeping of board minutes, the sending of notices of all meetings to board members, the keeping of certain financial records, the recording of supplies and inventories and other duties peculiar to this position.

**Article VI** lists the duties of the supervisor of attendance. In general these were taken from the section of the New York State Education Law dealing with Attendance Supervisors and their duties. Certain other regulations adopted by previous administrations were added to fit these general rules to the local situation.

**Article VII**, one of particular importance, itemizes completely the handling of all funds over which the board of education

exercises direct (or indirect) supervision and control.

### The School Funds

For the sake of clarity this Article will be outlined in full with brief explanatory statements where needed.

**A. Designation of Funds.** Under this is listed by name all official accounts of the board of education including the General Organization Fund of the local high school.

**B. Disbursement of Funds.** Here is set forth the different methods by which the different accounts are disbursed and the various reports, including dates of these reports, that are required.

**C. Safeguarding General Organization Funds.** This section covers the requirements set by the board of education in handling monies not under direct control of the board of education.

**D. Tuition Contracts.** The complete details of tuition rates, methods, and dates of billing are described here.

**E. Contract Purchase Procedure.** This section designates the superintendent of schools as purchasing agent, sets up petty cash regulations, describes procedures for bidding and in general covers the many items which normally would come under this heading.

### Rules for Personnel

**Article VIII** deals completely with all of the board of education's policies in the employment of teaching personnel. A separate section, now in preparation, will cover similar details in the employment of all nonteaching personnel in the city of Cortland.

Because of the length of this article it will be outlined in a manner similar to the previous one.

**A. Schedule of Salaries.** This schedule is the official salary schedule for all teachers.

**B. Differentials.** Under this is listed certain pay differentials for department heads, principals, and others.

**C. Probationary Period.** A definition of the probationary period, its length, etc., to which teachers are appointed upon coming into the system.

**D. Appointment of Teachers.** The complete method with the description of forms to be used is explained here. Consecutively numbered appointment schedules are used in making all appointments and these are incorporated into the minutes of the board of education. A standard, legally approved form containing several important details is used in making all motions relating to the appointment of teachers.

**E. Induction Into Service.** The various forms required of the teacher before actual service begins is explained in this section.

**F. Oath of Loyalty.** This oath, a New York State requirement, is explained here and the method of taking it and the date by which it must be taken is also given.

**G. Medical Examination.** The board of education's requirement of a physical examination prior to permanent appointment is explained here.

**H. Continuity of Service.** This section sets forth the school board's requirements concerning the length of the school year, the amount of annual service required of teachers and other related items. Details concerning termination of service is also included here.

**I. Employment for Extra Service.** The board's policy on "extra pay for extra work" is explained in this section.

**J. Teaching Assignments.** The prerogatives of the board in assigning teachers is made clear under this topic.

**K. Absence of Teachers.** Sick-leave policies, absences for reasons other than personal illness, leaves of absence, maternity leaves, leaves for travel or study, the board's policy on military leave are all explained in detail at this point.

**L. Compensation for Recognition of Fifth-Year Preparation.** This section covers details for applying for this credit and the financial increment resulting from such credit.

**M. Pay-roll Periods.** This schedule gives the teacher a clear-cut picture of all pay-roll dates.

**N. Substitute Teachers.** Here are found the classifications of substitutes and the amount of compensation for each class. The methods by which daily substitutes are employed is also given.

**O. Retirement.** Complete regulations on mandatory retirement are covered here for the benefit of employees reaching retirement age.

**P. Standards for Granting Promotional Increments.** The New York State Salary Laws of 1947 and also those of 1951 required the preparation of detailed standards for the granting of promotional increments to teachers. At certain points in these schedules teachers are promoted only when enough objective evidence has been gathered to indicate that the teachers under consideration have met these standards sufficiently to warrant promotion. These laws further required boards of education to work jointly with the teaching staff in setting up these standards.

### Co-operation of Teachers and Board Needed

This section in the Cortland bylaws is the result of the joint effort of teachers and board of education members. Any community, using standards in the promotion of personnel, should make these standards a part of the board of education bylaws.

In applying these standards to the evaluation of teachers for promotion, the specific responsibilities of all parties involved should be outlined and all terms should be clearly defined. Generally, these groups shall include the following:

1. Salary advisory committee
2. Board of education



3. The school administration
4. The teacher

The areas in which teachers are to be evaluated should be carefully defined. Further, specific items in these several areas should be listed in order that teachers may know the things in their daily work that are considered important and on which evidence of an objective nature can be collected.

The co-operative development of this part of the bylaws is a long and difficult undertaking. There is, however, much to be gained from it. The teacher and the administrator come to know, perhaps for the very first time, the things in the teacher's daily work that are considered genuinely important. Out of this experience can come a much closer understanding between all concerned of the real aims of education.

Boards of education organized on a committee basis should include a section carefully fixing the duties and powers and limitations of all standing committees.

Modern boards of education seldom operate with permanent committees but many boards find this method still satisfactory. A possible outline of this section might be as follows:

### Committee Duties Outlined

**Article IX.** The duties of the seven standing committees are outlined:

- A. Committee on Teachers
- B. Committee of Buildings and Grounds, Janitors, Maintenance
- C. Committee on Curriculum, Textbooks, and Instructional Supplies
- D. Committee on Compulsory Education and Health Education
- E. Committee on Insurance
- F. Committee on Vocational Education
- G. Committee on Finance and Budgets

Other committees and their duties might be added to this list to fit any local situation.

**Article X** lists in detail the qualifications, appointment, and the duties of the

superintendent of schools or the chief administrator. Great care should be taken in preparing this article. The areas of school board-superintendent relationships are, at best, loosely defined and this section of the bylaws can be of great assistance in promoting better administration.

**Article XI** covers the details connected with alterations and amendments to the bylaws. A suggestion for this article is as follows:

These bylaws and rules may be altered or amended at any regular meeting of the board of education by a vote of two thirds of all members of said board, provided that one month's notice of the proposed alteration or amendment has been given in writing at some previous meeting of the board when opportunity has been given for full discussion.

This article has been written in an effort to contribute to better relationships and better business methods in the field of education. Established methods of procedure facilitate the day-by-day operation of any business. Education might do well to adopt the same practical approach to its problems.



## FOUR INSEPARABLE WORDS

*Chester C. Diettert\**



Whether our activities as educators be national, regional, state, or purely local we do well to remember our heritage. Our nation's beginnings were permeated with ideals of Christianity, implemented with democratic practices, made purposeful with a spirit for social and group advancement and designed to protect the oppressed individual. Whatever our problem of the moment may be, we find the more enduring solution if we give due regard to the four inseparable words indicated here — *Christian, democratic, social, individual*. Christianity cannot well endure except in a democratic atmosphere which gives due regard to the social welfare as well as to individual needs. Democracy cannot well survive without Christian ideals or social justice together with protection of individual rights. Social advancement cannot be secured except through Christian motives and practices democratically applied by individuals who feel secure and independent in their efforts for the common good. And the highest attainment for an independent individual is to know the rightness of his acts as true Christianity, workable democracy, and ultimately for the common good as well as his own.

\*North Judson, Ind.

Every schoolman knows that his greatest successes in tackling seemingly insurmountable difficulties have come when he has done the Christian thing, the morally right thing, the democratic thing, ever being mindful of the effect upon society and not forgetting how individuals may be concerned.

### An Application

Note how this principle of the four inseparable words works in application. Let the teacher who would inflict corporal or other severe punishment first ask herself these four questions: (1) Is this the right (Christian) thing to do? (2) Will this action improve the democratic atmosphere in my classroom or in my community? (3) Will the effect of this punishment be wholesome for this group? (4) Will the individual child benefit from this punishment? Unless the answer to every one of these four questions can be an unqualified "yes" it would be good not to give this punishment but seek another approach.

In like manner, every situation involving human relationships in school and community should be approached with a similar list of four questions. How quickly we would stop gossip if we asked ourselves,

"Is this Christian and democratic? Will this help the group and protect the individual?" Take the idea of justice. Justice is a Christian word, a word of democracy, a social word, as well as a word cherished by every individual good citizen. This word or its idea permeates our constitutional provisions. Without it our local group life would be intolerable.

### Justice of Christian Practice

A superintendent said recently concerning an action of his board, "They certainly did not do the Christian thing." It was a matter that involved human relations between the school administration and the teachers. Individuals were hurt, not protected. If democracy was not practiced in this instance, was it totalitarianism? When tenure rights of teachers are disregarded is Christianity practiced? Would such disregard strengthen democracy? Or is it subterfuge, a tool which communist and fascist leaders use so adeptly? Subterfuge always harms individuals — it is designed to bypass their rights. Action that interferes with academic freedom in which the teaching of social sciences is often attacked is too frequently taken. Often this is achieved by political pressure or lack of democratic



practices by governing bodies. It isn't Christian.

To insure good citizens for the future, to preserve our democracy with its true heritage, it is imperative that every group (faculty, community, school board, student body, etc.) and every individual having anything to do with the education of youth remember the four inseparable words as they apply in human relationships necessitated by organized education.

The teacher is the most important person in the organized education program. She should teach not only by word and deed herself, but she should encourage in the groups under her direction the practice of the good, just, and honest activities, the democratic procedures, the group building devices, and the individual rights, duties, and responsibilities. In this effort other groups in the community, governing groups, administrative groups, PTA's, and others must give her every encouragement, protect her against abuse, make her feel secure in tenure, and pay her well. She will not fail to do her utmost given such a

reason for extended effort. And the superintendent or principal will find a new "freedom from fear" to do a good job as he knows how, a new sense of achievement for democracy and Christianity, a new implementation for all the ideals he has always held for children. If our controlling groups would realize the powers for good they can release by proper action and support, our future would be bright indeed.

The development of the individual child for whom the school exists (as well as development of children as a group) is a thrilling thing to behold when the whole process of education in every phase is permeated with right, justice, and democracy. Children then seem to us as they were to Jesus when He said, "Of such is the kingdom of God." By keeping our emphasis upon the Christian, democratic, social, and individual aspects of every proposed solution of an educational problem we cannot go wrong, for we cannot separate these aspects and have a complete solution.

criticism of the educational program and personnel stems from lack of information. A well-informed trustee can do a great deal to improve relations between a community's schools and the citizens.

The Palm Springs Unified School District Board of Trustees has instituted a formal program to keep its members informed. Over a period of years, members of the board found that the pressing routine of regular business at the called meetings was so extensive that there was little time to discuss the educational program. Although a place was provided on the agenda for discussing educational problems, the necessary discussions of finance, construction, personnel, and the like, consumed hours of time, and no energy or inclination was left to discuss curriculum and teaching matters.

### Luncheon Period Used

During the fall of 1949 the president of the board of trustees suggested that one luncheon period each week be set aside at which educational problems could be discussed. Tuesday noon, from 12:30 to 1:30 p.m., at the district high school cafeteria faculty dining room was chosen as a tentative time and place for the meetings. A schedule of topics was formulated by the president of the board and superintendent of schools. It was decided that three luncheon meetings per month should be devoted to various phases of the educational program, and one meeting should be devoted to preliminary consideration of the agenda for the regular monthly meeting. Of necessity, the regular meeting was held in the evening, on Thursdays of the second week of the month. Instructional programs on the elementary, junior high and high school levels; health program; transportation; attendance; guidance, and the like, were topics considered. These meetings continued successfully during the entire school year of 1949-50.

At the beginning of the current school year, the members of the board unanimously decided to continue these meetings because they felt that the benefits were worth the time spent. One change was made this year which has been found to be beneficial. Instead of having the meals served at the cafeteria, they are now served in the board meeting room. This makes for more privacy in discussing confidential problems. The food is brought into the board room by the cafeteria and office employees, and the members serve themselves buffet style. The time for the meeting is set at 12:10 p.m., and the meeting closes promptly at 1:00 p.m. This provides approximately 50 minutes for discussion.

### Department Heads Explain

Usually, an individual in charge of a department of the school program is invited to discuss his program with the board. The school nurse discusses the health program; the guidance director presents the guidance and child welfare program; the elementary school supervisor presents the elementary instructional program; and the principals of the junior high and senior high school respectively, present the instructional program of their school. The individual who is responsible for the discussion is requested to eat before or after the meeting. The members of the trustees and

(Concluded on page 80)



Board of Trustees, Palm Springs Unified School District, Palm Springs, California. Reading left to right around table: Dr. A. G. Hoff, superintendent; Dr. Frank A. Purcell, clerk; Hilton H. McCabe, president; George Ripley, trustee; Mrs. Helen K. Staley, trustee. Absent: Conrad B. Nelson.

## A BOARD OF EDUCATION KEEPS INFORMED

*Arthur G. Hoff\**

In a school public relations and information program, the board of school trustees may serve as one of the major mediums through which the citizens may be informed. Members of the board of school trustees are continually approached by their constituents regarding school problems. Apparently lay people feel that they have better rapport with their school representative than they do with

the professional educator, whether he be a teacher, principal, or superintendent. Because this is true, members of the board of trustees should be well informed regarding the purposes, policies, and practices of the school system which they are entrusted by the people to provide. The information and reactions which the parents and citizens receive from the members of the board may be favorable or unfavorable, depending upon the attitude of the individual board member. Generally,

\*Superintendent of Schools, Palm Springs, Calif.

# Dollars and Sense in School Transportation *Burton H. Belknap\**

At the turn of the century the leading wagon manufacturers began production of the horse-drawn school bus. It was modeled somewhat after the familiar railway station to hotel omnibus type so familiar in the cities of the time. It was somewhat lighter in construction, but with longitudinal seats and entrance steps at the rear. With the advent of the automobile and the automotive powered truck wagon manufacturers followed with the somewhat longer bodies of wood and a continuation of the longitudinal seats. These bodies were soon made wider and included three and four rows of seats in the place of the original two seat types.

With school consolidations and smaller districts making provision for high school attendance in the near-by villages and cities, school bus manufacture soon became a major industry. Wood construction of bodies soon gave way to wooden framework and steel panels and finally to all steel and forward facing seats such as the bus of today. Chassis have been modeled to meet the changing conditions and body companies have grown in number as the demand has increased. The chassis, once an ordinary truck, now includes power plant, frame, springs, brakes, transmission, clutch and drive shaft assembly tailored to the specific school bus needs.

## A Vast Enterprise

From those early beginnings school transportation has become a major administrative school service field. During the past year there were upwards of 97,000 school buses in daily use throughout the United States. Better than 5,500,000 school children were provided with daily transportation. The cost has, of course, kept pace with the increase in volume of buses, pupils, and mileage. In New York State alone some 6000 buses in daily use during the past year carried upwards of 350,000 pupils at a cost of approximately \$14,500,000. For the nation as a whole the cost estimate is \$185,500,000.

There is one redeeming feature involving costs in so far as New York State is concerned. During the 21 years during which time the author worked in the field of school transportation, the unit costs were

\*School Transportation Consultant, formerly State Superintendent, New York State Education Department, Delmar, N. Y.



*Modern school buses follow well established safety standards.*

relatively constant. This fact is accounted for by highway improvement, larger buses on lengthened routes, dual schedules for high school vs. grade transportation, a lesser number of buses for larger numbers of pupils transported, and the replacement of contract buses with district-owned equipment. It is quite likely that the same conditions hold for other states as well.

However, there is wide variation among the states in the matter of cost analysis. In order to get a true picture it is necessary to include every item of cost that would not exist were no transportation provided.

Some records of expense lose sight of storage costs where the storage is a part of the building construction and the bond issue covers the entire structure. Buses already paid for or others purchased on a cash basis or paid for over only a part of the service period again show a definite difference between expenditures and actual year to year costs. Garage equipment may make a difference in the same way. Actual costs are arrived at by spreading the costs over the entire period of service by any item of purchase.

## Proper Basis of Transportation

In this day and age boards of education are constantly being petitioned to provide more and more transportation. The matter of determining whether or not to yield to

the requests must be based on sound administrative policy. Bases for conclusion are distances between homes and schools, dangers to children incident to foot traffic, ages of children, and their physical fitness for walking the distances encountered. The matter of physical handicaps would seem to call for special consideration. The mere fact, however, that the physically handicapped are transported should have no bearing on carrying of the physically fit.

At this point the author wishes to take issue with those states and boards of education which have adopted war standards of the ODT as peacetime standards. This does not mean, however, that all children should be transported from their doors, nor that there should be a bus stop at each home on the route where the houses are relatively close together. This involves the matter of bus time. The average route may be covered in twice as many minutes as miles plus a minute for each bus stop. Too many stops make for bad time schedules and many times limit further use of a particular bus.

## Where Are the Pupils?

In the matter of formation of policy it would seem that a carefully prepared spot map is essential. The scale of the map will have to be determined on a basis of population density. It should always be scaled





*An early home-made school bus at Chelmsford, Massachusetts, consists of a home-made body placed on a lengthened Ford chassis.*

in whole inches in order to permit of the use of a map measure, particularly essential in connection with board of education consideration. The most satisfactory map is one that is mounted on a soft back such as cork or cellotex or some other material which will permit of use of pins. One color pin should be used for the location of the physically handicapped, one color for kindergarten, a third color for grades, and a fourth color for high school pupils. For future planning, it is also well to indicate the location of preschool children in still a different color. Such a map is easily kept up to date.

From the spot map, it is possible to determine the bus needs, and scheduling can be done accordingly. The administration is then in position to determine ways and means of providing the needed service. Possible contractors and public carriers changes should be considered as well as costs involved in the use of district owned equipment. Some localities find it possible to arrange with public carriers or contractors at prices equal or lower than those for district owned bus operation. Such conditions should be taken advantage of. After all, the problem resolves itself into getting the safe transportation service at the least cost. Of course, the service must be safe, satisfactory, and dependable.

### **Good Buses, Good Investments**

In the matter of bus purchase, there are those who give all too much consideration to initial cost and lose sight of the over-all or long-period costs. As a matter of fact, the only safe way to consider bus costs is the per-seat per-year cost for the anticipated period of service of an economical nature. National standards may be used where states have not improved on the national accounting. However, buses

costing 50 per cent more than minimum New York State standards provide 100 per cent more service in mileage or years of economical operation than do the minimum standards buses.

Proper storage for buses when not in use is a sound investment. Climatic conditions will, of course, determine the nature of the storage. Areas where much cold weather and snow prevail during the winter months will need heat as well as shelter. The temperature in such storage should be such as to completely thaw during the night, any ice or slush which have collected on the under parts of the bus. Brakes are particularly affected where ice is not so removed. Even the body paint will hold up better where dried out daily.

From a dollars and sense standpoint, a thoroughly dependable preventive maintenance program is an essential part of good management. Such a program not only insures longer life of the equipment but greater safety for the transported pupils as well. In this connection, the wages paid a thoroughly competent mechanic is money well invested. In the case of a smaller fleet, the mechanic may also be required to drive one of the buses. With fleets of seven to twelve buses the mechanic may be required to do emergency driving only, and with larger numbers of buses in a fleet the mechanic will need a driver helper.

### **Morally Good Drivers**

The selection of bus drivers is, in many areas, a rather difficult problem. The fact that driving the buses is largely part time employment is the major reason for the difficulty. Not only must he be well qualified as a safe driver, but he must be physically and morally fit as well. Then, too, he must be of such personality as to command the respect of his pupil load.

Such persons may be recruited from garage employees, operators of service stations, and persons who have part-time employment such as not to interfere with driving hours.

With regard to proper license, the matter is easy. However, physical fitness should be determined by the school's physician. Such examination should include vision of either eye as well as breadth of vision. Reasonable use of all four extremities is important as is hearing with each ear. Normal voice at not less than eight feet is suggested as a standard. Heart, pulse, and blood pressure need careful testing. Absence of evidence of tuberculosis and venereal disease are a must. Mental deficiency, alcoholism, and drug addiction should be deemed reasons for not employing a candidate.

Once the bus personnel has been selected, it is essential that a conference be held for the purpose of acquainting all parties concerned as to the complete program and each person's responsibilities. The board of education, as a matter of proper administrative procedure, usually delegates administrative authority to the school superintendent or principal for administering the transportation service. In large school systems the matter of operational supervision can well be delegated to a staff member who is not already carrying an administrative load.

### **Accidents and First Aid**

A meeting of drivers with the school's physician and nurse should acquaint drivers with principles of first aid. The first-aid kit should be gone into rather carefully and drivers should be informed as to the use to be made of each item included in the kit. In this connection, it is equally important that the driver know what not to do as well as what to do. Red Cross accident manuals should be provided all drivers. A second, or review session, should be held after the drivers have had time to study the manuals.

Pads of forms for reporting apparent failure or unsatisfactory bus performance should be provided each driver. Such reports should include date, speedometer reading, and a note showing any system (ignition, cooling, lighting, etc.) which is not normal in operation. A short memorandum of faults should be given on the back of report form or oral report to the mechanic at time of handing in the check-list. The mechanic should attend to each needed repair reported; he should show what was done, and give the date and speedometer reading. These reports should become part of the record of each bus.

Maintenance and operational materials, such as gas, oil, spark plugs, batteries, tires, etc., should be purchased at best prices. State or county contracts, where available, should be taken advantage of.

(Concluded on page 80)



# Developing a School Building Program for a Reorganized District in Minnesota

*The Building Survey Was Made in Minnesota's First "Reorganized" District*

*M. G. Neale, Otto E. Domian, and Emmet D. Williams\**

The development of practically a complete school site and school plant program for a rather large school district is an opportunity which does not now often occur. Such an opportunity was presented to the Bureau of Field Studies and Surveys of the College of Education of the University of Minnesota when it entered into a contract in October, 1949, for a school building survey in Independent District No. 3 of Ramsey County, Minnesota. On December 21, 1948, the people of this community established the first reorganized school district in the state under a law passed by the 1947 Legislature. Nine common school districts, operating schools varying from one to nine classes in size, voted the reorganization.

## Area in the Twin City District

Figure I shows that the area is in the Minneapolis-St. Paul metropolitan district and that it is bounded on the east by Minneapolis and on the south by St. Paul. During the past two decades the entire Twin City Metropolitan District has shown the same rapid population increase that has characterized such areas throughout the United States. The 1950 census shows that Ramsey County, excluding the city of St. Paul, had a population increase of 97 per cent from 1940 to 1950. During the same period, Hennepin County, excluding the city of Minneapolis, had a growth of almost 99 per cent.

The reorganized district with which the survey dealt is approximately seven miles long and averages about three and one-half miles wide. It contains approximately 22 square miles. In 1930 the district had a population of approximately 2800; by 1940 the population had increased to 5300, and the 1950 preliminary census returns indicate a present population of about 14,000. Between 1940 and 1949 the public school enrollment increased from 1198 to 1865, and during the same years the number of children between ages one and twenty increased from 2504 to 4921. The number of inhabitants twenty years

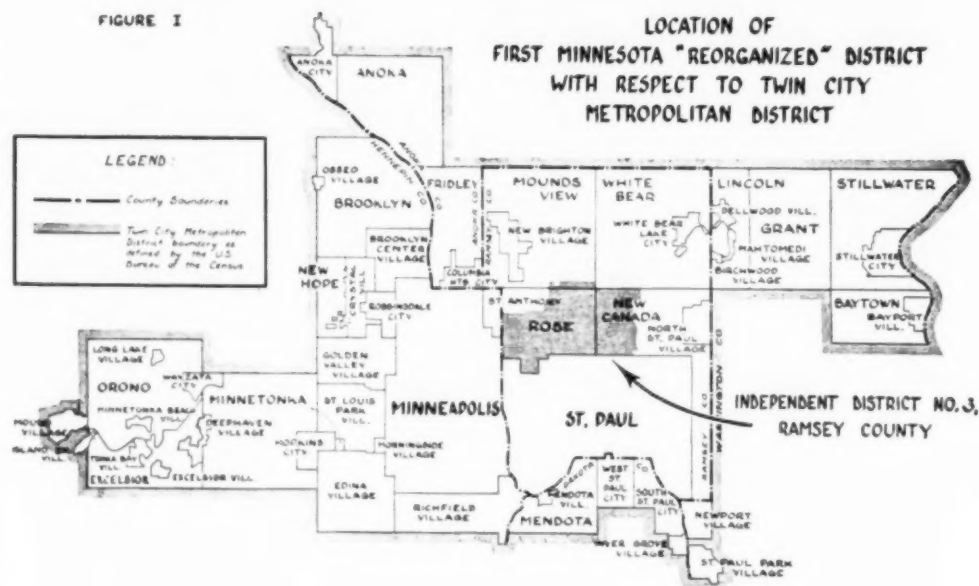


Fig. I. Minnesota's first reorganized school district is entirely within the Twin City Metropolitan District, adjacent to both Minneapolis and St. Paul.

of age and under in 1949 almost equaled the total population in 1940.

At the time of the survey about 1100 pupils were accommodated in nine buildings, and approximately 650 were sent out of the district on a tuition basis, mostly to public schools in St. Paul. No educational facilities were provided in the district for pupils beyond the eighth grade.

It should be further said that the district includes the incorporated villages of Lauderdale and Falcon Heights and most of the area of a third incorporated village, Roseville. Approximately seven square miles of the area of the district is unincorporated.

## Predictions of School Population Growth Difficult

The staff of the Bureau of Field Studies and Surveys found it very difficult to use a formula in making estimates of the future population and school enrollment of the district. Most of the area does not have any central water supply, and no central sewer system has been developed. The topography is well adapted to suburban home buildings,

and at any time there may be a sudden rush of residential construction. The relatively uncertain factors connected with estimating the future population of the district might be summarized as follows:

1. Whether or not the district or a part of it gets such facilities as water and sewer systems.
2. Whether the district adopts a unified city organization or remains as three villages and rural area.
3. The extent to which large housing developments are promoted in the district or in other suburban areas adjacent to St. Paul.
4. The extent to which industrial developments are controlled to preserve the area for residential purposes.
5. The extent to which the birth rate declines.
6. The future economic conditions of the nation. Extreme inflation, a business recession, or a depression might slow down the growth.
7. A major catastrophe such as another world war which might affect the population growth in ways not now foreseen.
8. Whether or not nonpublic schools are built to take care of a portion of the increase.
9. The development of adequate transportation facilities into the Twin Cities.

In the face of these uncertainties, a simple method of estimating the future school enroll-

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# SCHOOL SITE PLAN, INDEPENDENT DISTRICT NUMBER 3, RAMSEY COUNTY

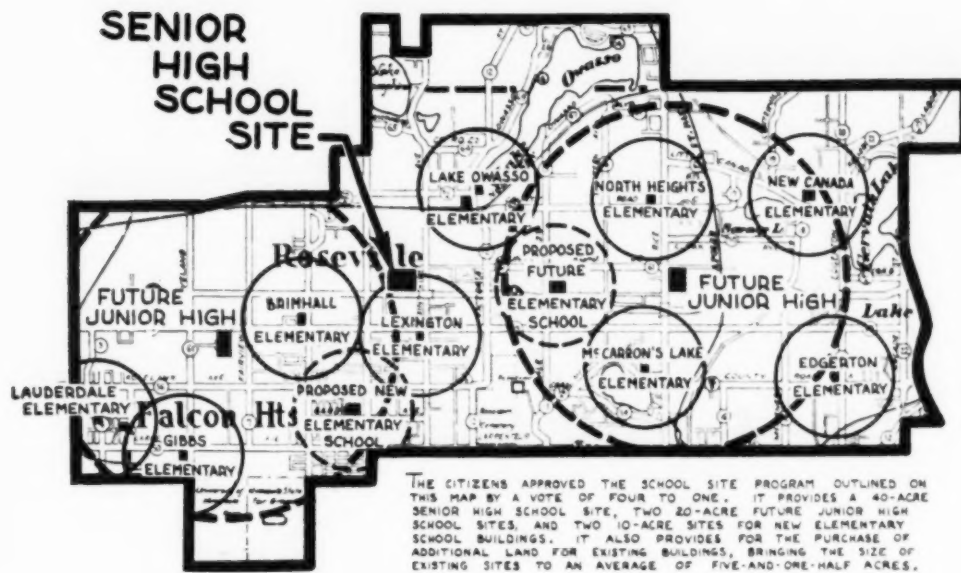


Fig. II. The school site plan of the district indicates that the buildings are well distributed.

ment of the district was used. After a careful study of the entire area, a conservative estimate was made of the probable future population growth, and this was combined with an extension of the number of children shown on the school census. On the basis of present practice and plans for the construction of parochial schools it was estimated that approximately 30 per cent of the number of children of elementary school age would attend private and parochial schools, and the corresponding percentages for the junior high school and senior high school groups would be 25 and 20 per cent. As a check, a combination of estimates of population growth and extension of present school enrollment was utilized. The two methods gave approximately the same results up to the year 1960, and no attempt was made to go beyond that date. On the basis of school enrollment trends and residential construction over a period of years, an attempt was made to allocate the estimated enrollment increase to various parts of the district. It was discovered, however, that so many uncertainties were involved that it was necessary to make the plans for school building construction very flexible so that unforeseen school enrollment increases in various areas might be taken care of. The school enrollment trends as estimated are shown in Table 1.

## Utilization of Existing Buildings

After the population and enrollment studies had been completed, a study was made of the nine existing buildings. As close a determination as possible was made of the number of classrooms and other facilities that would need to be added to existing buildings. All except one of the nine existing buildings were found

to justify enlargement and general modernization. This step was followed by a determination of the new buildings needed.

It seems a very simple thing to say, but along with this determination it was necessary to develop a complete educational program for the district. This was done in co-operation with the superintendent of schools and the people of the community. The addition of kindergartens and of a complete program for a

TABLE I. Summary by School Divisions of Public School Enrollment Estimates Independent District No. 3, Ramsey County

Estimated Enrollment for September in Each Year					
School Year	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Total Estimated Enrollment
1950-51	40	1175	345	355	1915
1951-52	40	1343	376	336	2095
1952-53	305	1501	406	342	2554
1953-54	320	1657	433	345	2755
1954-55	335	1785	518	376	3014
1955-56	350	1875	631	406	3262
1956-57	365	1965	742	433	3505
1957-58	370	2045	825	518	3758
1958-59	385	2125	870	631	4011
1959-60	400	2205	915	742	4262
1960-61	415	2285	960	825	4485

According to these estimates, the enrollment in grades 1 through 6 will increase from an estimated 1175 for 1950-51 to 2285 by 1960-61. During the same period the junior high school enrollment is estimated to go from 345 to 960—an increase close to 180 per cent. The senior high school enrollment will increase from 355 to 825, a gain of 132 per cent. It is anticipated that kindergartens may be put into general operation by 1952-53 and that the kindergartens will enroll 415 by 1960-61.

junior and senior high school organization were among the outcomes of this development.

## Site Program Submitted to Voters

The next major problem appeared to be the securing of necessary school building sites. Because of the rapidity with which the district was building up and the plans that were being developed for large housing projects, it seemed desirable to make the school site program the first to be presented to the board and the people. The necessity for haste in the purchase of school sites caused the survey to be pre-

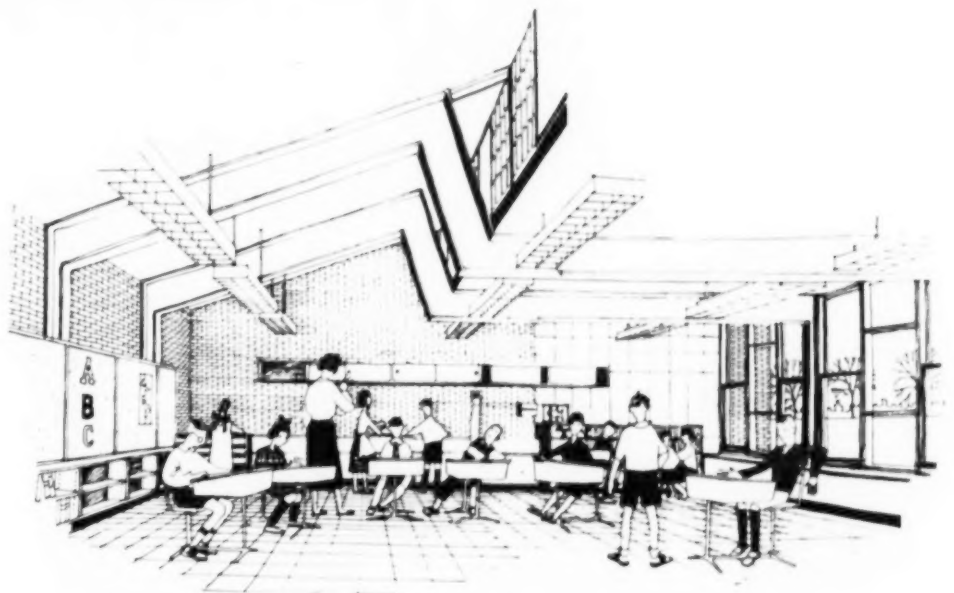
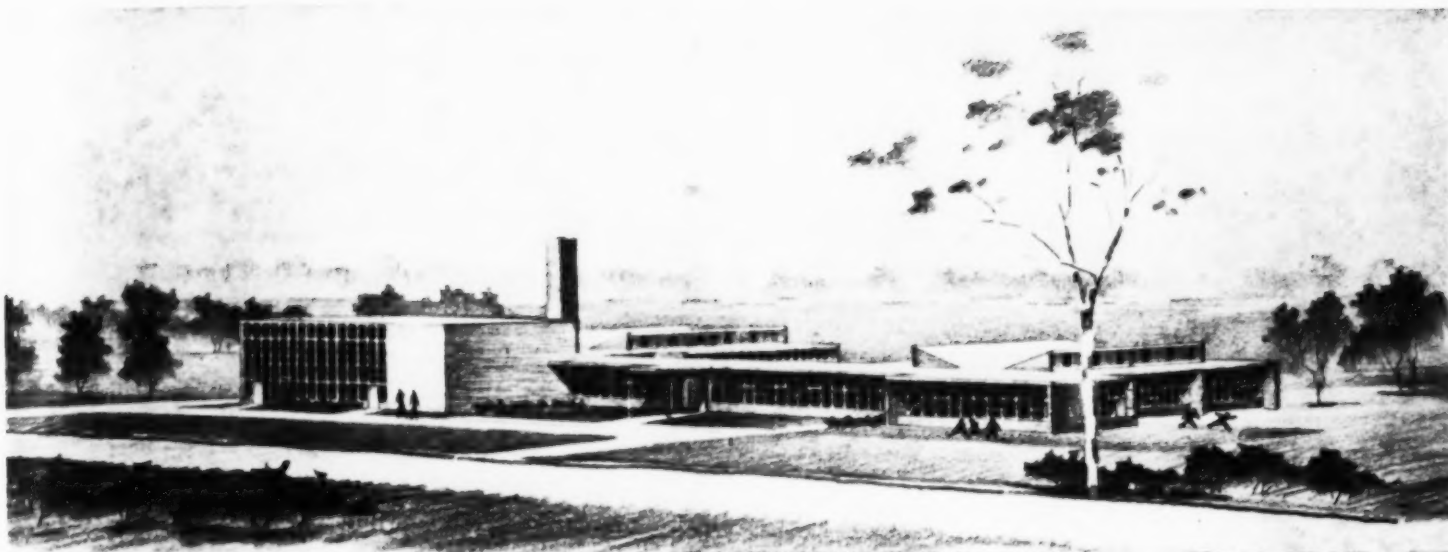


Fig. III. Typical Classroom, Grades 3 through 6, Independent District Number 3, Ramsey County, Minnesota.

This figure shows the general type of classroom interior which will be used for additions and for new buildings. Its dimensions are 28 by 30 feet. Cloak space is provided in recessed corridor openings. All elementary rooms will have double unilateral lighting as illustrated. Kindergarten rooms will be 28 by 40 feet, with added space for toilets and cloakrooms.



**Fig. V. Preliminary sketch of one of the new elementary school buildings recommended by the survey for Independent District Number 3, Ramsey County, Minnesota.**

sented in two parts. The first was called "A Program for the Purchase of School Sites." Inasmuch as land was still reasonably cheap, it was decided to buy a senior high school site of 40 acres, two junior high school sites of 20 acres each, and three sites of 10 acres each for new elementary schools. At the same time it was decided to increase the size of existing elementary school sites so that they would come as near meeting modern standards as the cost of land around each school building would permit. The addition for existing sites brought the average area up to five and one-half acres. The specific school site proposals submitted to the voters of the district on July 11, 1950, called for the issuance of three-year serial bonds in the amount of \$150,000. Approximately 4000 copies of a brochure giving full explanation of the school site program were distributed to the voters in the district. The school site bond issue carried by a vote of about four to one.

### Delays in Sale of Site Bonds

Under the Minnesota law it is necessary, with the exception of school districts under special charters, to have the voters approve specific site locations. In this district an attorney was employed and exact descriptions of the proposed sites and site additions were included on the ballots. Before the election the board of education endeavored to get options on as many of the recommended plots as possible.

The program for the purchase of the sites was now delayed by a legal action brought by opponents of the reorganization. Approximately three months after the new district was formed those opposed to the reorganization secured from the district court a writ of quo warranto. Because of the fact that this legal action was in reality a test of the entire Minnesota school district reorganization law, it may be of interest to summarize the grounds for the writ. In brief, they were:

1. The reorganization act was invalid because it improperly delegated legislative functions to the County Survey Committee.

2. The reorganization law was unconstitutional because it violated the uniform procedure required by the state constitution in that some counties might proceed under the act and others might not.

3. The procedure in the formation of the reorganized district was not legal because it did not conform to the procedures established in previously enacted consolidation laws.

4. The issue of an order of consolidation by the county superintendent invalidated the reorganization because such an order was without statutory authority.

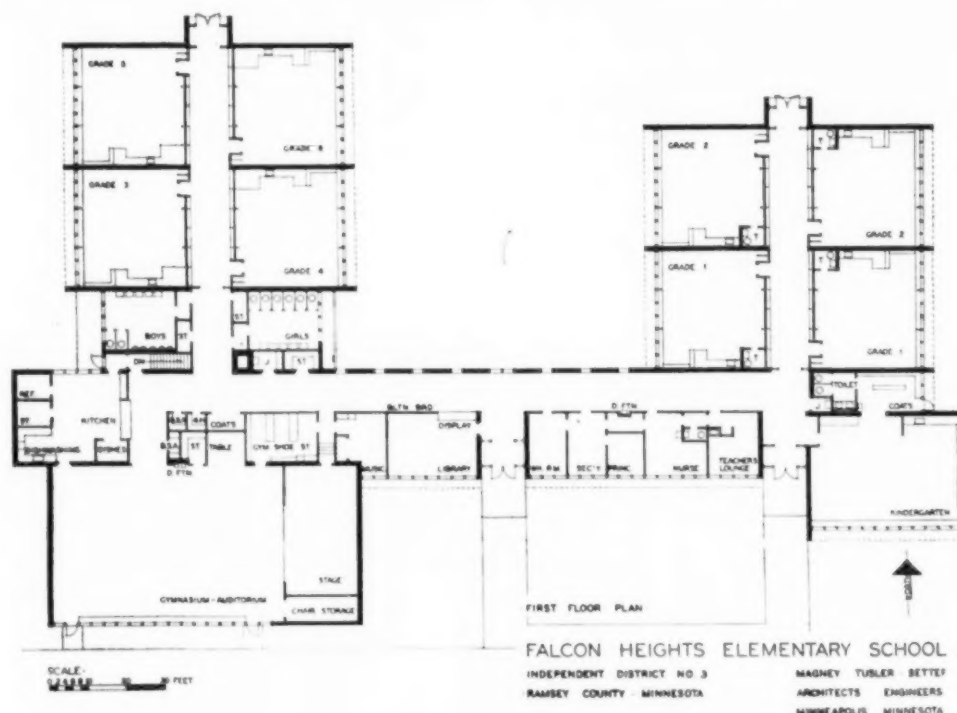
5. The reorganization law was invalid because it provided for taxation that was not uniform

upon the same class of subjects. The contention here was that because the indebtedness of the various districts was not pooled, the rate of taxation for school building purposes would not be uniform throughout the district.

6. It was claimed that the reorganization law was unconstitutional because it embraced more than one subject not expressed in the title of the act.

On March 3, 1950, almost a year after the writ was issued, the district judge quashed the whole proceedings, upholding the reorganized district on every count. It was not, however, possible for the board of education to proceed immediately because of the fact that the Minnesota statutes provide for a six months'

(Continued on page 82)



**Fig. IV. Preliminary floor plans for one of the new elementary school buildings recommended by the survey.**



## *Word From Washington*

# Continuing Educational Study and Career Preparation in the Armed Forces

*Elaine Exton*

Young people joining the United States Armed Forces seldom realize that in entering military service they become eligible to participate in the largest adult education program in the world. Nonetheless their service gives them access to more than 6500 different courses from the first grade through college levels in numerous academic, technical, and vocational fields.

After entry into the armed forces they soon find that in accordance with their individual interests and experience they may sign up for classes or correspondence courses in off-duty hours that will help them in their jobs—in or outside the service—indulge a hobby, or earn credits toward high school or college graduation. They find, too, that whether on land, afloat, at the battle front, in a remote outpost, in America or overseas, no effort will be spared to provide them with the facilities for continuing desired studies in their spare time.

### **Off-Duty Education**

These voluntary educational opportunities are offered servicemen and women not only to make each one's period of military duty as useful and educationally productive as possible but also as a means of raising the



*Navigation and other marine subjects are taught on all Navy ships. This class is aboard a fleet tug in the Pacific.*

educational level of service personnel so as to increase their efficiency and value.

Though distinct from required training conducted for purely military ends, off-duty education is officially considered as an auxiliary to such training. As explained in army regulations "the serviceman must be capable of

absorbing and utilizing the training necessary to make effective use of the complex weapons and machinery of present warfare, a requirement which demands continual emphasis upon the mental development of the individual."

However, within certain limitations, a young person in the armed services can advance his education in high school, college, and/or vocational fields at very nominal cost. This has made it possible for many youth to take college work who, for economic or financial reasons, might not have found it feasible to attend college during civilian life. Also, as a result of study in the off-duty educational program, which had its beginning in 1941, it is estimated that more than 2,500,000 servicemen have received some civilian academic credit, a circumstance that has enabled many to go on to college without having to return to high school classrooms.

An armed forces report for the period ending July 1, 1951, shows 148,384 servicemen—soldiers, sailors, marines, and airmen—taking correspondence courses through the U. S. Armed Forces Institute and an additional 28,000 marines receiving instruction through the U. S. Marine Corps Institute. Participants in group study classes conducted by 1459 civilian and 1555 military instructors numbered 50,710 and 19,296 persons were enrolled in classes conducted by civilian colleges and universities (14,484 of whom were in this country and 4812 overseas), as of March 31, 1951, the latest date for which this information is available.



*A high school class at the Nagoya Air Base Education Center has a civilian instructor.*

## Preinduction Advisement

Facts such as these make it important for American schools to furnish preinduction educational advisement to their students.<sup>1</sup> As defined by Dr. Charles W. McLane, director of the American Council on Education's Commission on Accreditation of Service Experiences, this includes assisting the student to develop an educational plan and giving him reliable information about the educational programs open to him through the U. S. Armed Forces Institute<sup>2</sup> and the Marine and Coast Guard Institutes<sup>2</sup> as well as through other available off-duty facilities.

"He should be told, too," he adds, "that the services operate many formal training schools for which academic credit may be granted by civilian institutions and that almost every military unit has an Information and Education office where he can go to talk over his educational interests and obtain advice on courses to take while in service and how to submit this experience later to a civilian school or college for academic credit."

In cases where, despite anything the school can do to dissuade a young person from dropping out prematurely, he decides to enter military service or accept a full-time job before graduation, he should be encouraged to discuss his situation with the principal or guidance counselor to find out if he can be allowed to complete the requirements for his high school diploma during his military duty. The student should also be reminded that it is the established policy of the Armed Forces to encourage young people to obtain as much civilian education as possible before entering military service or taking up a career.

## Literacy Training

The low educational level of many young Americans reported in *Education . . . An Investment in People*, a U. S. Chamber of Commerce publication which disclosed that "14 per cent of our population over 25 years of age have had less than a fifth grade education and that in the states of Louisiana and South Carolina 35 per cent have had less than five years of schooling," is showing up now in the large number of young people rejected for military service because of mental deficiency and in the equally dismaying number of those inducted for whom the army finds it necessary to provide a basic education.

Since the North Koreans erupted into South Korea in July, 1950, 296,000 American boys, the equivalent of almost 15 infantry divisions (counting 20,000 men to a division) flunked a simple fifth grade intelligence test. Under the Selective Service law then in effect 13 was

the minimum score for passing the Armed Forces Qualification Test. This standard has been dropped to 10 under the new Universal Military Training and Service Act thus making some 150,000 men originally rejected for failing to pass an I.Q. test now eligible for duty.

It is expected that this change and the qualitative system of manpower distribution recently inaugurated by the Secretary of Defense will mean that in the future all services will receive their share of persons who are educationally deficient. Up to now the army, which depends largely on the draft to fill its ranks, has had the lion's share of the problem. Last year 9200 and during the first six months of 1951 a total of 11,000 young Americans in the army were graduated from fifth-grade classes.

Persons entering the army who cannot read and write English with facility or who have had less than five years of schooling are sent through basic military training and then assigned to school full time by their commanding officers until they have successfully completed the fifth grade. This training is compulsory.

The navy and the air force, which have been relying on enlistments for their manpower, have a comparatively small number of educationally deficient members at the present time. All services have plans for providing literacy education to men requiring it, at the outset of their military duty, in the event of full mobilization. Illiterates coming into the navy now as a result of the manpower distribution policy just mentioned are being taught the three R's at navy recruit training centers. Navy-oriented literacy materials including reading, writing, and arithmetic texts, teachers' manuals, and achievement examinations are used for these lessons.

## CORRESPONDENCE INSTRUCTION

### U. S. Armed Forces Institute

The United States Armed Forces Institute (USAFI) authorized initially by the War Department in December, 1941, as an army institute to provide a correspondence school for enlisted army personnel, is now cited as a successful example of military unification. After the navy's request to share in its services was granted in September, 1942, it was renamed USAFI. Now its useful facilities are also made available to marine, air force, and coast guard members regardless of rate or rank. The two millionth course enrollment was recently processed by USAFI. In the first three months of 1951 some 6000 USAFI registrations were received from service personnel in Korea alone.

The original offering of 64 courses at secondary and junior college levels has been expanded to encompass more than 6354



*Instructors checking work in mechanical drawing taught at the Marine Corps Institute, Washington, D. C.*

courses in academic, technical, and vocational subjects that stretch from elementary to post-graduate study. Some 325 of these courses are available from USAFI itself for a single \$2 registration fee per serviceman. The remainder may be taken, for about half their normal cost, through 47 co-operating colleges and universities under contract with USAFI.

Subjects range from "American Government" and "Art Today" to "Typewriting" and "Trigonometry" and include such practical ABC's as "Auto Mechanics," "Business Law," and "Carpentry." In addition the USAFI curriculum provides 175 self-teaching courses that can be used in situations where it is impossible to hold classes or reach the serviceman promptly and regularly by mail. Under this plan the student completes the lessons largely on his own and, if interested in submitting his work for academic credit, takes a test upon finishing each course.

Several overseas USAFI's have been established outside the Continental United States. These use materials from the parent institute but process the papers and tests completed on the spot. The air force maintains USAFI-Alaska, the navy operates USAFI-Guam, while the overseas USAFI's in Hawaii, Japan, and Europe are under army supervision. Both the European and Far East Army Commands use USAFI mobile units to take educational materials to remote outposts.

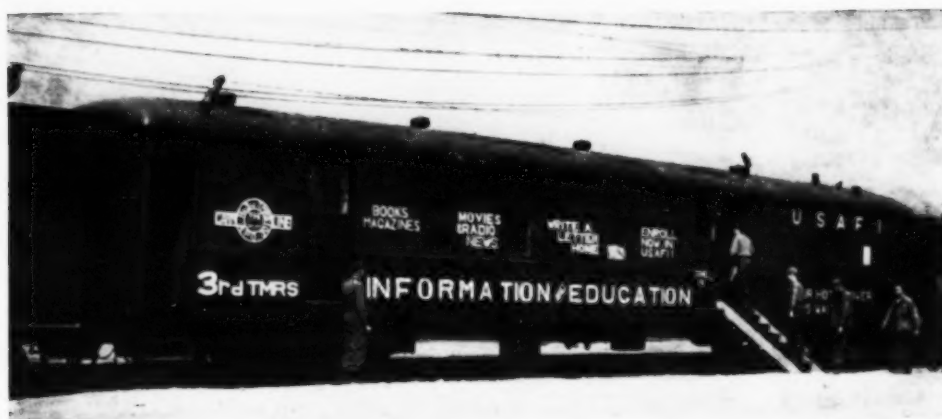
A Mobile USAFI Railway Unit sponsored by the Eighth Army Troop Information and Education Section brings schooling to American servicemen in Korea "as close to the front lines as the tracks will carry it—sometimes within earshot of artillery fire."

The three-man team in charge of this train administers tests and examinations to applicants and enrolls them in USAFI courses. "The main car," reports *Pacific Stars and Stripes*, "is equipped not only with a large library of books and magazines, but with a shower for soldier students to wash away the grime and dust of battle before settling down to reading or study."

<sup>1</sup>Also see "Implications of the Draft for Secondary Schools," *AMERICAN SCHOOL BOARD JOURNAL*, September, 1951, pp. 37-38; 88.

<sup>2</sup>The catalogs of the three service correspondence schools—the U. S. Armed Forces Institute (Madison 3, Wis.), the Marine Corps Institute (Washington 25, D. C.), and the Coast Guard Institute (Groton, Conn.)—should be available for counseling use in every high school. Although the primary emphasis of the Coast Guard Institute is on the professional in-service training of its own personnel, the programs of all three are evaluated by the Commission on Accreditation of the American Council on Education.





*The Army uses every type of classroom from permanent school buildings to demountable barracks. Here a railway car follows troops in the field. This unit offers every convenience including snacks and hot showers.*

As in most educational systems, tests and evaluations are an integral part of the USAFI program. USAFI's testing service, made available free to military personnel and without requiring enrollment, includes "end-of-course" tests that measure content mastery, subject examinations useful in evaluating achievement in various academic fields, and General Educational Development (GED) tests that show whether the person tested has acquired the equivalent in general knowledge of either a high school education or of the first year of college.

The U. S. Armed Forces Institute (Madison 3, Wis.) is the only agency authorized to issue official reports on USAFI courses and test results. It is also the sole source for reports on achievements in all other courses conducted under the Armed Forces Education Program in which USAFI or non-USAFI materials and tests are used—with the exception of the Marine Corps Institute (Washington 25, D. C.) which handles all records on the offerings in its own curriculum and courses conducted by civilian schools and colleges on their own campuses or at military installations.

Any student wishing to submit study carried out while in the service for academic credit toward a high school or college degree—or the school itself—can, as circumstances indicate, request that USAFI, the Marine Corps Institute, or the civilian institution concerned forward his record of accomplishment to the school. Since marines are only permitted to enroll in USAFI courses when comparable ones are not available through their own institute, a marine who has utilized Marine Corps Institute facilities will have to write there for his record on courses taken under their auspices. The actual granting of academic credit on the basis of the submitted data is, of course, a matter to be determined by the civilian school itself.

### U. S. Marine Corps Institute

The Marine Corps Institute (MCI) which celebrates its 31st anniversary this year is the oldest school of its kind in the armed forces. Like USAFI it furnishes correspondence-type courses on high school, college, and

vocational-technical subjects. Based on standard texts these are prepared, brought up to date, and the related lessons and examinations graded by marines who are chosen for their educational qualifications, and work under the general guidance of civilian staff instructors. The USAFI faculty, on the other hand, is composed entirely of civilian educators.

All U. S. marines as well as other military personnel attached to and serving with marine corps units may register for one or more MCI courses free of charge. The current enrollment is close to 28,000. Some 11,000 lessons are received monthly at the Institute's Washington headquarters.

A guidance section maintained by the Marine Corps Institute gives personalized service in planning study and on problems of accreditation. A non-high school graduate who enrolls automatically receives this service. Other marines can request it. Even before registering for its courses a marine can write the Institute telling about his educational background and what he hopes to do and receive counsel not only concerning MCI offerings that would be helpful in advancing his civilian and/or military career, but also about other educational opportunities that may be open.

### Group Study Classes

Many military units in all branches of the armed services supplement correspondence offerings with voluntary group study programs at duty stations. Such instruction is based on demand. Classes are organized on a given subject when ten or more servicemen (15 in the navy and the marine corps) have signified interest.

Off-duty classes formed by the army or air force are taught by civilians in the main, while the marine corps tends to use military instructors whenever possible, and the navy employs either type depending on the local situation. In most instances USAFI texts and tests are used except in the marine corps which draws on the facilities of its own institute.

For army personnel subject choices range from the first grade through high school and include some technical subjects. In the marine

corps auto mechanics and spoken languages frequently predominate, while in the navy, besides the last-named two, office skills, mathematics, and American Government are popular fields.

## RESIDENCE CREDIT COURSES

### In the United States

The off-duty program of the armed forces also utilizes the civilian school system of our nation to help its personnel progress toward educational and vocational goals in which they have expressed interest. In conformity with prevailing needs and the facilities available local commands arrange with near-by educational institutions for courses at their own base or on a college campus.

If a serviceman wishes to attend late afternoon or evening classes at a near-by accredited university, junior college, or civilian high school, he can apply to his commanding officer for tuition assistance from appropriate funds. All services now pay three fourths of any tuition costs incurred for such courses, or up to a maximum of \$7.50 per semester hour, \$5 per quarter hour, or \$22.50 per Carnegie (high school) unit. Other expenses are met by the student.

On-campus classes during off-duty hours as well as courses conducted by American schools and colleges at military installations can usually be taken for residence credit. The University of North Carolina, by way of illustration, is under contract with the army to teach certain classes at Fort Bragg, with the air force to provide instruction at Pope Air Force Base, and with the marine corps to furnish schooling at Camp Le Jeune. Teachers are supplied by the university which considers these courses to be on a par with its on-campus classes. More than a hundred American colleges and many high schools have similar arrangements with the various services. Some 19,000 members of the armed forces are presently enrolled in resident-university courses here and overseas.

### In Distant Lands

When foreign assignments prevent men in service from attending recognized institutions of higher learning in our own country, it is often possible for them to continue their studies in American university centers set up for their use abroad. First to enlarge its campus to provide educational facilities for service students in distant lands was the University of Maryland which established six such centers in Europe in October, 1949.

The venture proved popular from the start. By registration day enough books, supplies, and professors had been sent over to take care of an expected enrollment of 500, but 1800 prospective students applied! The present overseas enrollment in more than 50 University of Maryland centers located in Germany, England, France, Trieste, North Africa, and Newfoundland exceeds 4000. Completion of satisfactory work in them entitles students to residence credit leading up to a

(Concluded on page 78)



# Norwood Meets Community Vocational Needs

Harold S. Bates\*

At the turn of the century, Norwood was a suburban village of 6500 people located eight miles northeast of downtown Cincinnati. By 1910, it had grown to a city of its own, numbering 16,185. Between 1910 and 1930, some 50 industries had moved within the corporate limits, and Norwood had begun to take on metropolitan airs. The population had increased by 1930 to 30,000; today, the city has a transitory population of approximately 40,000 people.

It is but natural that as the population increased and industry came to the town, the character of the population would change. It can be presumed, too, that some changes

\*Superintendent of City Schools, Norwood, Ohio

would follow in the character of education offered by the schools. By 1930, shop courses in wood, ceramics, and various crafts were made elective for boys; girls were offered opportunities in typing and shorthand. Until 1936, the predominant emphasis in the high school was placed on college preparatory work,

despite the fact that no longer did Norwood send 80 per cent of the high school graduates to colleges and universities.

In 1938, the Office of the Superintendent of Schools began a series of community surveys designed to determine the basic weaknesses of the existing school program and to discover the need for changes in the curriculum. Within a period of four years, the opinions of youth, both in and out of school, were studied; the opinions of leaders in business and industry were appraised; finally, a sample study was made of the thoughts of the general population.

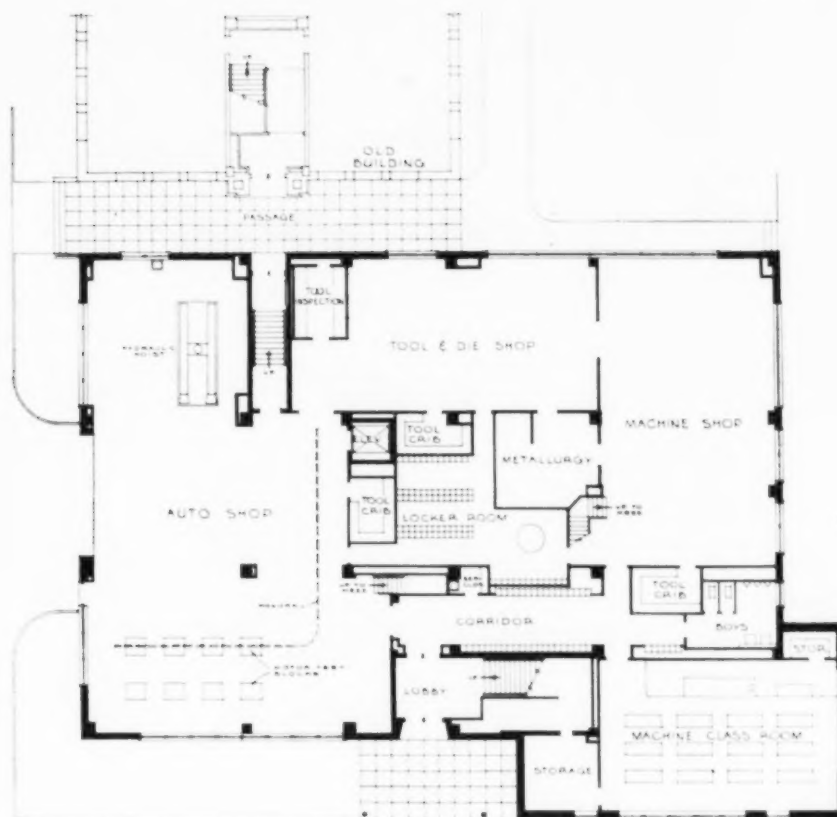
The Norwood Technical School is the outcome, then, of population growth and of the changing character of the population. The new school reflects the philosophy of the Norwood board of education and of the administration of the schools. Such a philosophy has been influenced by the studies of the community. Briefly, it is the belief: (1) that the schools of a community belong to the people of the community; (2) that a school population is made up of individual boys and girls and that the vast majority of these young people are possessed of high intelligence in some type of skill or learning; (3) that it is the business of education to discover that trait or traits of the individual in which he excels and to offer opportunities to him for the



Main Entrance, Norwood Technical School.



The senior class in Cosmetology studies hair styling.



*Ground Floor Plan. Auto and metal shops.*

development of individual talents; (4) that public education should equip each pupil for the next step in life and should make it possible for him to succeed in this new experience; and (5) that for many, the education received in the public schools is terminal in character; therefore, the schools should not only educate

the individual for living a life, but should train him to earn a living.

When the results of the afore mentioned surveys indicated the needs of the community for practical education, the board of education began planning for a structure to house the new program.



*First Floor Plan. Electrical shops, offices, and beauty parlors.*



*The Office Practice Laboratory is fitted with furniture typical of modern industry.*

A bond issue was passed in 1946 for \$750,000 for the new structure. It was but a part of an improvement program which was estimated to cost \$1,300,000. Before construction began, economic conditions had developed which made it necessary to request additional funds. The citizens voted the needed extra amounts in 1948, at an additional cost of three quarter million dollars.

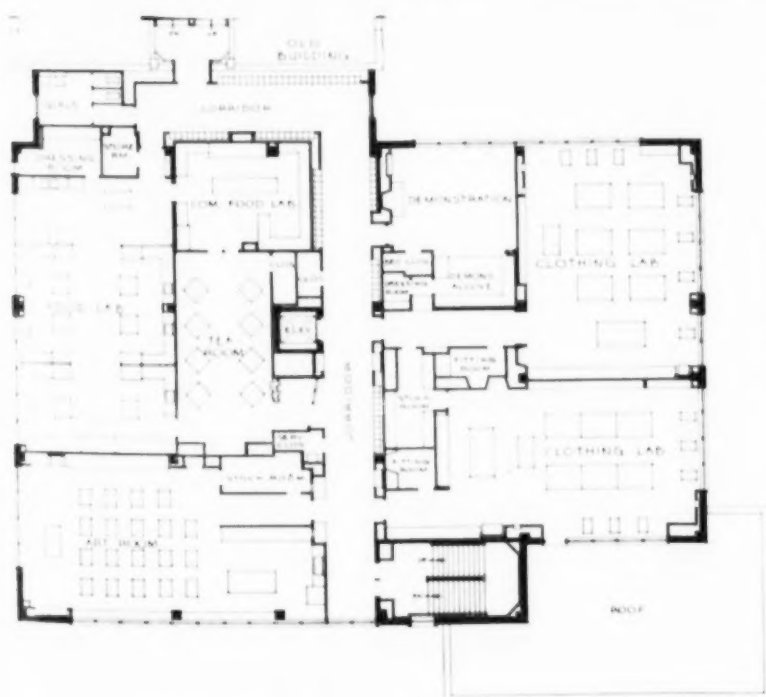
The Norwood Technical School is a four story brick building of semiconventional design. Modern fenestration has given it an appearance of modernity and has provided a maximum of natural light. When the building was planned, the fact was recognized that today technological changes are rapid and serve to bring quick obsolescence in a vocational building. Consequently, a wall nonbearing type of building was designed, with interior walls of hollow tile. Such type of construction is conducive to ready and economical change; in the Norwood Technical School, large areas of floor space may readily be converted for use to an entirely different type of training program.



*In the near future, many of this group will be students in Tearoom Operation and Management.*



*The Norwood Technical School, Norwood, Ohio, is a fine example of functional design in which good proportions and well selected materials provide interest to an exterior which clearly expresses the uses of the building. — Charles F. Cellarius, Architect, Cincinnati, Ohio.*



*Second Floor Plan. Home economics area.*



*Third Floor Plan. Rooms for business education.*





*The auto mechanics class is made up of students who spend one month in school and another month in industry.*

The building is entirely fireproof. Glazed tile stair wells, dados, and corridors lend themselves to economical and easy cleaning. Corridor floors are of terrazzo. All classrooms are surfaced with rubber or asphalt tile. The

upper walls are painted in light, attractive colors, dictated more or less by exposure. All ceilings in the new building are acoustitized. Interior woodwork is largely gum; and ash, birch, and pine are used in special areas.

Fluorescent lighting is used throughout the building.

The Norwood Technical School is primarily a laboratory building. Related classrooms are adjacent to most of the laboratories. Since



*Costume designing is put to practical purposes in the dressmaking shop.*

the new school is located near the high school building, adequate supplemental classroom areas are available when such space is needed.

The floor plans furnish pictorial evidence of the broad opportunities which the new building affords. The ground floor is devoted to training for the locally important machine tool industry and for automobile maintenance and repair. In the adjoining high school building, the ground floor is devoted to industrial arts. Space has been appropriated in the old building for sheet-metal work and for automobile body and fender work. The first floor contains large electrical and radio laboratories. The electrical laboratory was planned by engineers from the Allis-Chalmers Company, who maintain a large motor manufacturing division in Norwood. Also on the first floor are the very popular laboratory and classrooms for cosmetology, as well as the general offices.

The second floor provides adequate space for training in commercial and fine arts. The remainder of the floor is devoted to home-making activities. One of the new courses is that of tearoom management. The room adjoining the tearoom has a completely equipped commercial kitchen.

The top floor of the building is devoted to the field of commerce and office practice.

The Technical School at Norwood was erected at a total cost of \$725,000, exclusive of equipment in the machine-shop departments. Much of the machine tool equipment was secured from governmental surpluses following the war. The cubic cost of the building was \$1.11; the cost per square foot approximated \$16.75.

Charles F. Cellarius, St. Paul Building, Cincinnati, was the architect for the building. Fosdick and Hilmer were the mechanical engineers. The building was started in May, 1949, and was ready for occupancy in September, 1950.

Because of the failure of electrical contractors to make delivery on high-powered panel boards, it has not been possible to operate fully the electronics, radio, and electrical departments during the year. These have been placed into full operation in the fall of 1951.

The new Technical School is prepared to serve three purposes: (1) It provides facilities and equipment for a broader program of vocational-technical training for the in-school youth. (2) It opens its doors at 6:00 o'clock each evening for the adults of the community. More than 600 persons attended the varied classes throughout the 1950-51 school year. (3) The school has been planned to house a junior college for Norwood. In such a school it is planned to offer thirteenth and fourteenth years for high school graduates who, for one reason or another, find it impossible to go on to college. The advanced program is planned only for those who are interested in vocational or technical training at the post-high-school level; the latter phase of the program has not yet begun, due to the fact that war threats have brought about a period of uncertainty in the lives of so many of the youth just out of high school.



*A beginners class in textiles receives training in jobs taken from industry.*



*The Arts and Crafts Laboratory provides integrated courses in commercial and fine arts.*



*The Tool and Die Shop undertakes actual commercial jobs.*



*Architect's Perspective, Eureka High School Gymnasium, Eureka, California.— Masten & Hurd, Architects, San Francisco, California.*

## Physical Education Facilities at EUREKA HIGH SCHOOL

*H. W. Adams\**

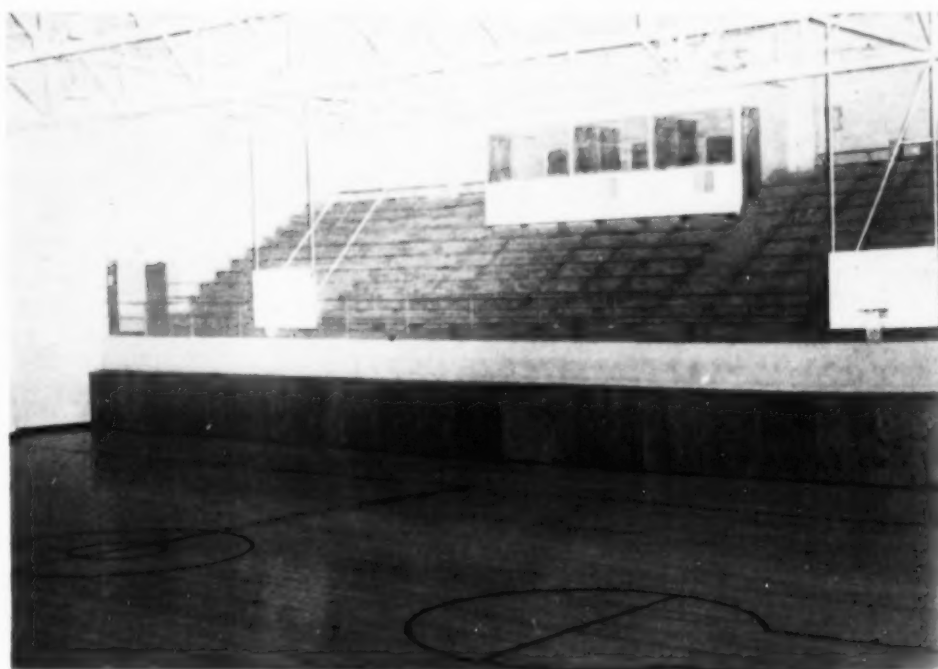
The board of education of the Eureka, Calif., city schools took the first action to secure a new gymnasium and swimming pool in October, 1945. This was right after World War II when there was considerable interest in swimming education due to the tragic loss of lives in the Services by drowning. A swimming pool became a part of the program.

A bond election for \$450,000, held on June 20, 1946, was carried by a vote of well over two-thirds majority. Due to the rise in building construction costs, it became necessary to raise additional funds. The voters agreed to another bond issue of \$325,000 on May 21, 1948, which also was voted by a high majority.

The firm of Masten & Hurd, architects, San Francisco, Calif., were hired on June 1, 1946, and on June 1, 1948, the final plans were submitted for bids. Fred J. Maurer & Son, contractors of Eureka, were the successful bidders with a bid of \$679,700.

The completed gymnasium was accepted for use May 4, 1950. The first large public gathering in the building was held June 9, 1950, for the high school graduation exercises. At

\*Superintendent of Schools, Eureka, Calif., City Schools.



*View of main gymnasium showing the broadcasting booths above the main seating and the folding bleachers below.*



that time there were approximately 3,500 people in attendance.

### Need of Physical Education Facilities

Need of facilities were due to three main causes: (1) the lack of local school building during the depression years, (2) the increase in population and growth in enrollment during the war years, and (3) the state law making physical education compulsory for all high school pupils.

The gymnasium in use prior to World War II had been constructed in 1913. In 1941, the part of the old building used for girls' physi-

These facts, coupled with the California state law which requires physical education for the entire high school student body, and the California Civic Center Act, making each school building a community center, brought about a demand for a new gymnasium, adequate for the 2000 students of the junior and senior high schools and for adult education and community recreation.

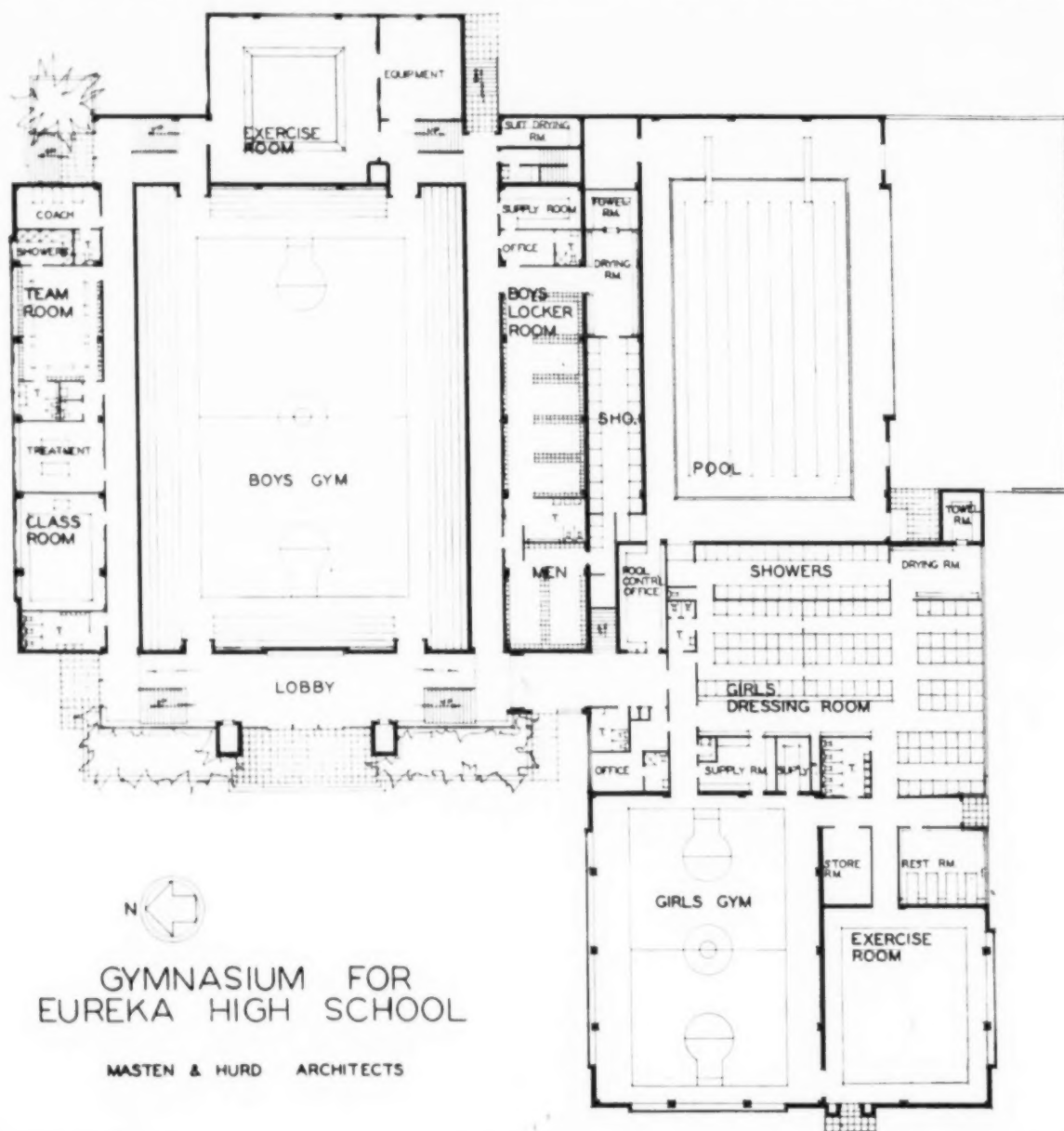
Due to the war emergency priority system, construction was not possible until after the end of the war. This gave needed time for further planning of the structure.

The board of education and the superintendent visited many gymnasiums in California

and for the teaching of health and hygiene, and the field house was to serve for major outdoor sports, track, baseball, and football.

### The Gymnasium Layout

**Basement.** The basement is limited to 3200 square feet and contains a pump and control room, a boiler room, a laundry, and a water filter and chlorinator room. The well-lighted boiler room is equipped with two Kewaunee boilers and two hot water tanks of 1500 gallons capacity each. The plant is of ample capacity to insure adequate heat for the building and hot water for showers.



GYMNASIUM FOR  
EUREKA HIGH SCHOOL

MASTEN & HURD ARCHITECTS

cal education was condemned, making it necessary for the girls to use an abandoned school shop building.

As in most west coast cities, enrollment in the schools of Eureka, practically doubled between the years 1940 to 1948. During the war, many people migrated to Eureka for work in the local shipyards. This rate of increase in population has continued in this area since the end of the war in 1945.

and, in addition to advice by architects and engineers, sought advice from the local physical education staff, other staff members, and many citizens of the community.

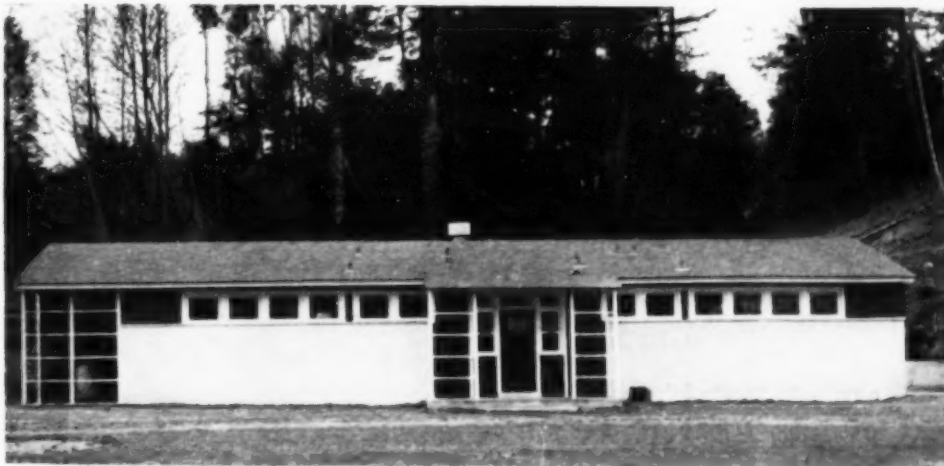
It was decided finally to divide the project into two structures: (1) the gymnasium proper, adjacent to the classroom buildings; (2) a field house adjoining the Albee Stadium and athletic field. The gymnasium was to be used for physical education, corrective work,

The laundry room, which is equipped with washers, two tumblers, and three dryers, has a capacity to wash and dry in excess of 2000 pieces daily. All laundry for the school system, including swim suits and towels, is washed here.

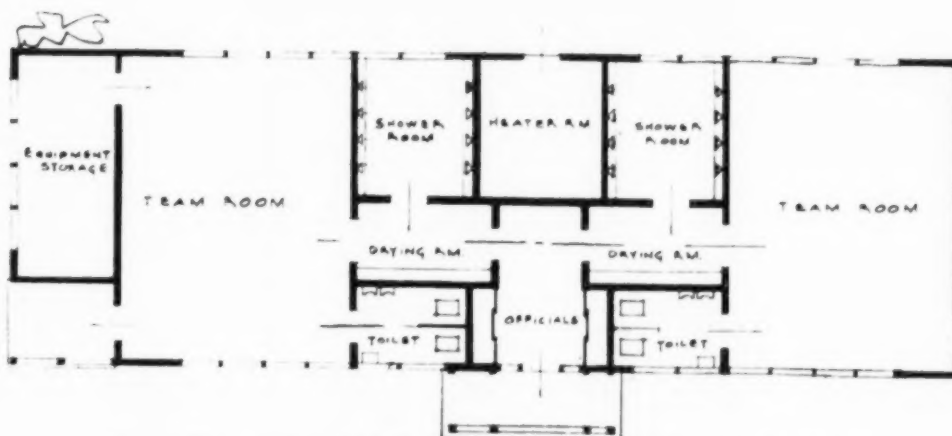
**The Boys' Gymnasium Area.** The large gymnasium is on the boys' side as are also an exercise room, treatment room, classroom, and the necessary supplementary rooms such



*Part of the Albee Stadium showing the main stand with the field house in the background.*



*The Field House, Albee Stadium, Eureka, California.*



*Floor Plan of the Field House, Albee Stadium, Eureka, California.*

as offices, drying room, locker and dressing rooms, towel room, showers and toilets. There is provision for an adult locker and dressing room for evening use. Locker and shower facilities are connected with the main playing floor and the natatorium.

The main playing floor is 76 by 108 ft., with a standard 50 by 84 ft. basketball court. The space has floor markings for two cross courts.

The floor is of maple. Bleachers are built in on balconies, with foldaway bleachers on the main floor. The seating capacity for athletic contests is approximately 3000, or 4000 for auditorium events.

The south balcony has three soundproof radio rooms for broadcasts by the two local radio stations and for the high school. The radio rooms overlook both the basketball court and the pool.

The boys' exercise room, 45 by 45 ft., is used for corrective exercises, tumbling, wrestling, boxing, weight lifting, and other activities.

Locker rooms are equipped with full length lockers with individual baskets and individual combination locks.

*The Girls' Gymnasium Area.* The girls' side contains a gymnasium, an exercise room, a large dressing room, rest room, toilet, showers, storeroom, supply room, offices, and drying room. The girls' floor is 54 by 72 ft. and made of maple, and the exercise room is 40 by 45 ft. The two rooms adjoin and are used for school dances as well as for physical education. Community folk dancing is scheduled two nights each week in the exercise room.

The girls' dressing room is provided with

112 individual dressing booths. Each booth can care for two girls, making it possible to handle 224 girls at one time. By the use of folding steel gates, the dressing room can be used by adults and school children at the same time.

**Locker and Shower Rooms.** All locker and dressing rooms, both boys and girls, open across a corridor from the playing floors and give access to shower and drying rooms. The shower rooms open off the natatorium, accessible through a foot bath to the swimming pool deck. All locker, shower, and drying room floors and wainscots are ceramic tile.

**The Natatorium.** The pool is perhaps the most beautiful room in the gymnasium. It measures 109 by 72 ft.; the pool is the standard 42 by 75 ft., the water varying in depth from 3 to 10 ft., with six lanes.

The pool is finished in white silicite over gunite, with green tile for trim and scum gutters. The decks are of red quarry tile. The pool walls are yellow and the balcony seats and risers and ceiling are green. The spectators' balcony is 12 by 100 ft., along the north wall. The pool has both overhead and under water lighting. The south wall of the room is 80 per cent glass, which makes the pool a delightfully sunny place to swim.

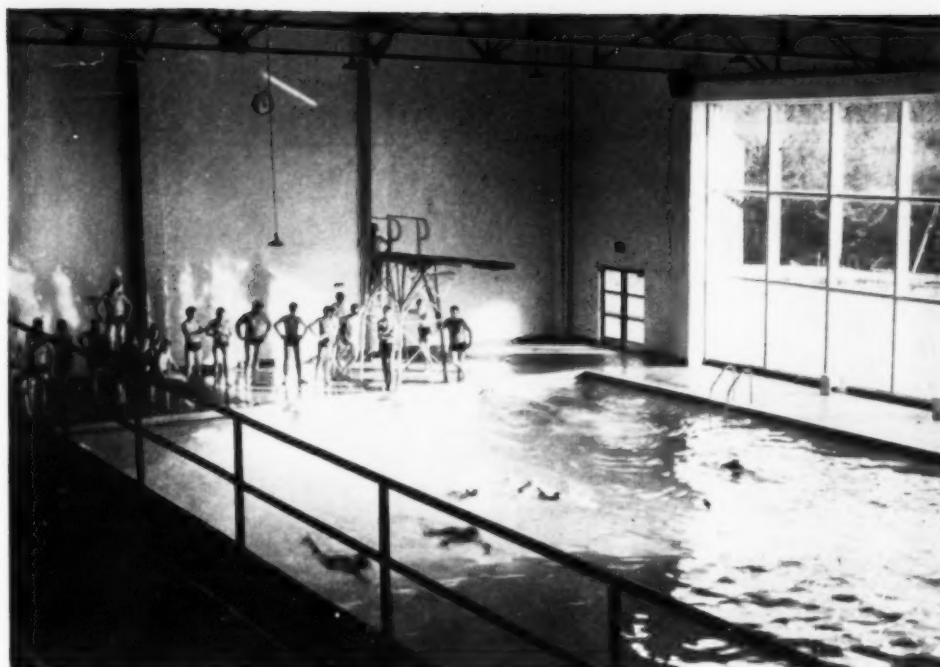
The pool is equipped with high and low diving boards and ladders. Tile circulating around the entire pool is 15 ft. along the deep end, 8 ft. across the shallow end and along the sides.

**The Lobby.** The show place of the building is the lobby from which all facilities open. Inside the doors are two flower beds. The ceiling is off-white acoustical plaster; the walls are white, and the doors and trim blue.

The whole building is equipped with a public-address system and, for control in emergencies, with an intercommunicating telephone system.

### The Field House

The field house was built for the convenience of the players, and to save wear and tear and the expense of heating and lighting the larger building for each game. It is adja-



*East end of the swimming pool showing the diving board and the full length windows in the south wall.*

cent to the running track at Albee Stadium, the football field, and baseball field. It is used in the summer time by various baseball leagues.

The field house is 75 by 25 ft. and contains dressing rooms, showers, and toilets for the home team and visitors. It also contains rooms for storage and for drying equipment.

The floor is concrete, the walls are redwood and stucco; the roof green asbestos; the gutters redwood. Forty full-length lockers with combination locks have been placed in each dressing room.

**Construction Details.** The gymnasium proper is a steel frame concrete building with 2 by 6-in. wood roof, tar and gravel covered. The total floor area is slightly over 50,000 square feet, and the total volume is 1,200,000 cubic feet. All walls are concrete, painted light green; window sash is redwood; the exterior finish is California stucco.

### Other Facilities

The other facilities making up the physical education plant are a bank of (1) five tennis courts, (2) Albee Stadium, containing a football field, quarter mile track, and baseball field, (3) a girls' playing field seeded to grass. A three-hole golf course and a number of putting greens are proposed in a large gulch owned by the school district.

The work was completed under the board of education which is made up of Donald Metcalf, president, Donald Ballard, J. Thomas Fraser, Jr., Mrs. Vera Hartloff, and Bert McCreery.

### IN EXPLANATION

Willard Allphin, illuminating engineer, who prepared the article, "The Lighting Engineer Looks at Chalkboards," in the August issue of *THE SCHOOL BOARD JOURNAL*, is supervisor of commercial engineering fixtures of the Sylvania Electric Products Inc., Ipswich, Mass.

### INDIANAPOLIS FORGES AHEAD

The board of education of Indianapolis, Ind., which is carrying out a five-year building program, has reported progress, with more than 100 classrooms built, under construction, or being planned. Fifty classrooms have been built at five schools. Under construction and ready for use in 1951-52 are 34 classrooms at four schools. Ten classrooms at another school are under construction, and 34 classrooms are in the blueprint stage at 3 other schools. An 8-acre site has been purchased for a new elementary school for a fourth new district.

The board has begun construction work on the new \$3,000,000 Manual High School, to comprise three building units, and to contain 60 classrooms, a library, cafeteria, administrative offices, and other special rooms.



*The Albee Stadium is adequately lighted for night sports of all types.*





*Architect's Perspective, School Administration Building, Pasadena, Texas.—Lloyd & Morgan, Architects, Houston, Texas.*

Truly Functional —

# Pasadena School Administration Building

*T. S. Hancock\**

The Pasadena Independent School District, Pasadena, Tex., which has a population of 40,000, has recently occupied a new modern Administration Building. This building was planned to accommodate the executive offices of a school system for a scholastic population that is increasing at the rate of approximately 10 per cent each year. The present scholastic population is 7100, as contrasted with 3800 in 1945.

The building has a structural steel frame with the second floor, roof, and joists of wood. It is rock veneered with New Mexico ledge stone. The first floor corridors have terrazzo tile floors and the remaining floors are asphalt tile with rubber base boards. All interior partitions are of wood studs, with sheet rock on walls and ceilings of acoustical tile.

The cost including equipment was \$128,000.

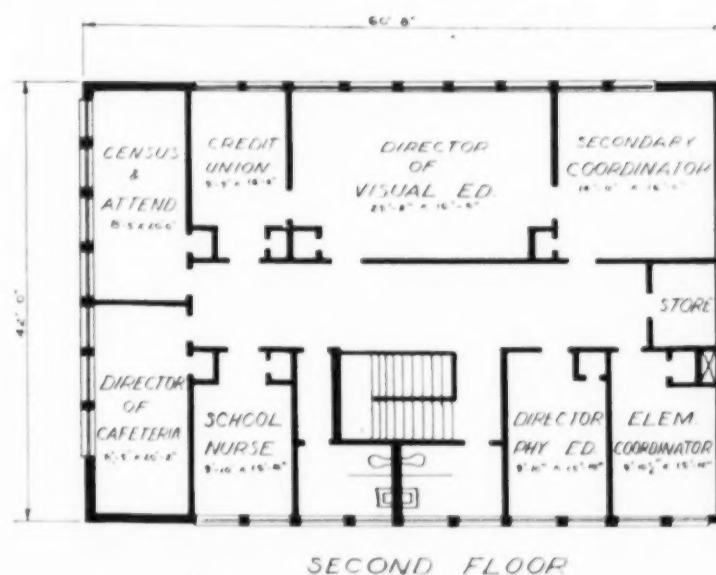
The building is pleasantly located on an ample tree-studded site at the intersection of Broadway and Munger Streets, in downtown Pasadena, and is convenient to all bus lines. The location is easily accessible to the general public. Ample parking space is provided.

Some of the features deserving special mention include:

**Planning.** The offices of the superintendent, assistant superintendent, pay roll and book-keeping department, P.B.X. receptionist, and tax collector are located on the first floor.

The offices of the second line department heads and supervisors — director of cafeterias, director of visual education, director of physical education, school nurses, attendance officer, and census director, elementary co-ordinator, secondary co-ordinator, and school credit union — are found on the second floor.

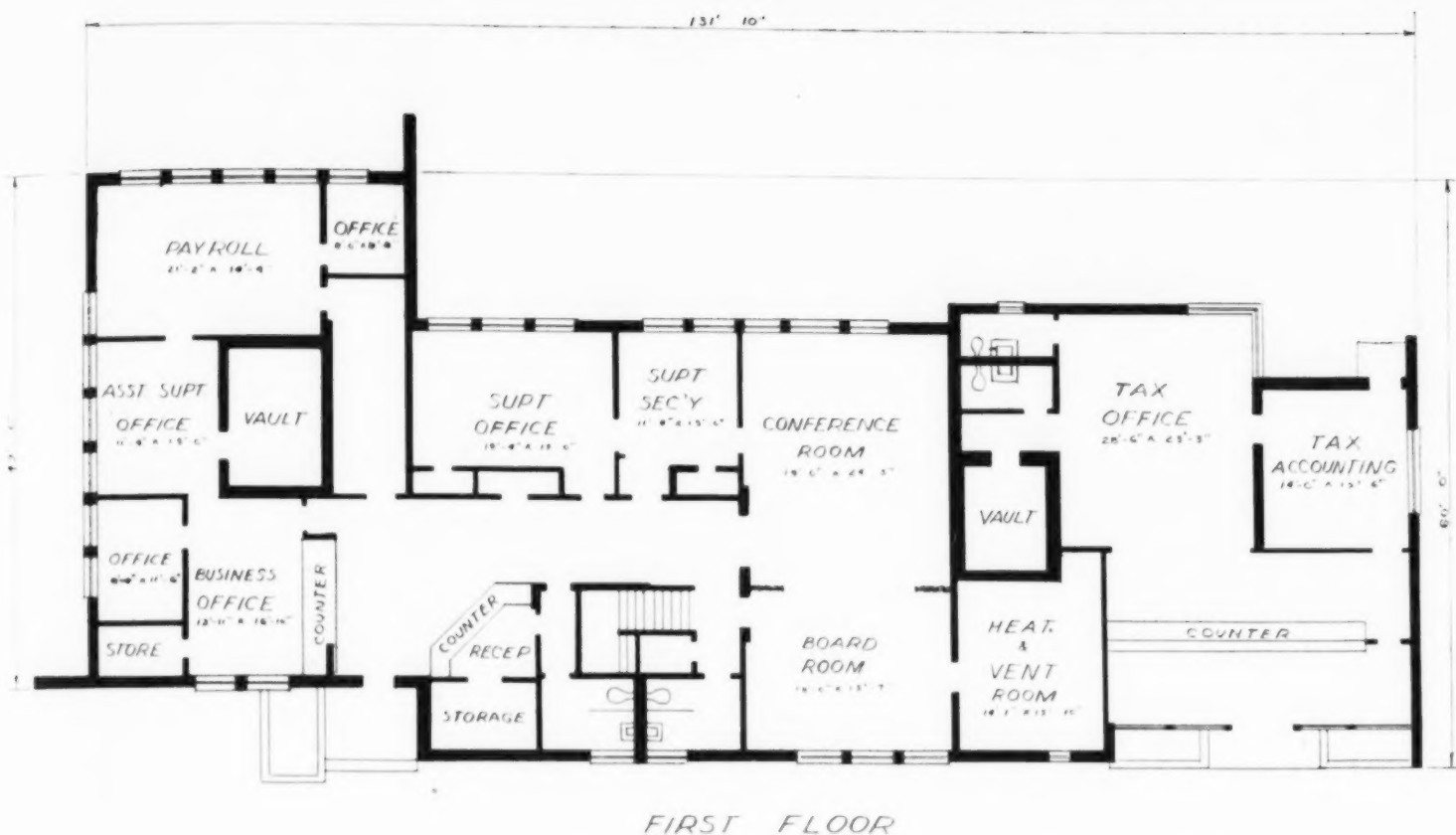
**Tax Accounting Equipment.** Modern accounting equipment for making tax statements, figuring tax rate, addressing letters, and keeping balances are used in the tax office. One important feature of this system is that there is one sheet for each parcel of land and all tax records, both current and delinquent, are



*The special supervisors and department heads occupy the second floor offices.*

**SCHOOL BOARD JOURNAL for OCTOBER, 1951**

\*Co-ordinator of Public Relations, Pasadena, Tex., Public Schools.



*The Administration Building of the Pasadena, Texas, Schools is planned to provide a well-balanced educational and business administration of a growing city school system.—Lloyd & Morgan, Architects, Houston, Texas.*

kept there. This facilitates the efficient handling of these accounts.

**Lithographic Printer.** A great variety of high quality material, such as picture reproduction, diploma printing, and other duplication work that would have to be sent to a commercial printer, is produced on a lithographic printing machine with convenience and economy. The press also is used for other routine printing tasks.

**Air Conditioning.** Due to climatic conditions of the Pasadena area, the air conditioning system which cools the entire building adds to the efficiency and comfort of the personnel.

**P.B.X.-Intercommunication System.** Twenty-one offices including three near-by schools and the near-by transportation and maintenance department are served by a P.B.X. telephonic system. Six trunk lines for outside services are provided.

**Pay-roll Department.** An outstanding feature of the pay-roll office is a complete book-keeping machine that, among other things, is used for writing the pay checks and keeping individual and combined pay-roll accounts. The device is a time saver which adds much to the efficiency of the office, in turn supports both staff and community morale.

**Vaults.** The tax office and the business office each have separate fireproof vaults with 14-inch masonry walls. Each vault has a Class E money chest which adds to the safety of current funds.

**Blueprint Files.** The all-metal reception counter in the business office also serves as a blueprint file for storing plans and specifications for the school plant of the entire district.

Since the administrative officials are housed together it makes conferences easier to arrange and therefore facilitates the easy flow of instructions and directives. Those patrons and others who have business with district officials can be cared for promptly and with dispatch, which adds a great deal to the friendly relations of the schools with parents and the public generally and facilitates the flow of work to and from the central offices.

### A NEW CODE

School boards will be deeply concerned about a statement issued by the NPA on September 6, urging the adoption of standard practices in the planning and construction of new buildings which will result in the use of less materials which are now scarce.

The NPA has issued a list of suggested substitutes for steel and other materials and has indicated that it will be obliged to make economical designs mandatory unless there is greater voluntary control on the part of architects, builders, and other applicants.

As a first measure, the NPA recommends seven sets of design standards "as good practice, considered acceptable to most engineers, architects, building officials, and municipalities." These cover the use of structural and reinforcing steel, lumber, plumbing and electrical work, steel joists in floor and roof systems, and designs calling for light gauge steel.

The agency has also requested that architects and other applicants follow these suggestions in the application of rules recently made public. The use of reinforced concrete will save as much as 50 per cent in the steel content of some kinds of structures, the NPA said. Even greater savings are possible when timber is used instead of steel.

The NPA has specifically forbidden the use of alloy steels in building construction because these are in extremely short supply. In other cases, it is recommended that lightweight concrete and plaster aggregates be used which will lower the quantities of structural steel needed for load-carrying members and foundations.

Noncritical materials are similarly to be used for fireproofing buildings so that steel and other materials which are in short supply can be conserved.

In this connection it is interesting to note that the New York City board of education has adopted elaborate plans for conserving critical materials and has generally substituted concrete for steel. Boards of education in other large cities have adopted similar plans which will aid the national conservation effort during the present crisis.

### BOSSIER BUILDING PROJECTS

The Benton, La., school board of Bossier Parish has reported the completion of five school building projects. These buildings which were occupied in September, include the Waller Elementary School, cost \$385,000; a Colored high school, cost \$250,000; a second Negro high school, cost \$140,000; the Haughton Elementary School, cost \$325,000; a home-economics building for the senior high school, cost \$55,000.

In addition, the board has under way two further projects, including the Plantation Park Elementary School, costing \$430,000, and the Butler Negro School, costing \$155,000.

# Payment for Materials in Industrial Arts Courses

Stuart Anderson, Ph.D.\*

One of the administrative problems of the industrial-arts program concerns the payment for materials used by students in shop courses. School board members, superintendents, principals, and industrial-arts teachers all have a professional concern in this problem. It is important that the policy adopted be in harmony with the philosophy of the school and with the tenets of public education in the United States. This article presents prevailing practices in assessing pupils for materials used in shop courses, as revealed by a sampling of teachers in Wisconsin.

## Method and Findings

Out of 417 industrial-arts teachers listed in the Wisconsin School Directory 1948-49, inquiries were addressed to 106 teachers and returns were received from 73, or about 69 per cent. The sample was representative of the distribution of these teachers in the state.

Do pupils generally pay for materials used in shop courses? In all but one city, high school pupils taking industrial-arts subjects paid for materials used. The seventh- and eighth-grade shop classes were not assessed in one other community.

Nearly 88 per cent of the teachers, according to Table 1, indicated that charges were determined on the basis of materials used, while only 4.2 per cent had a flat course fee. A combination of these two methods was used by 7.9 per cent.

## 1. BASIS FOR DETERMINING CHARGES IN SHOP COURSES

	Number	Per Cent
Flat fee	3	4.2
Materials used	63	87.5
Fee and materials	6	7.9
Total	72	99.6

The shop instructor collected the amounts charged in 59 (nearly 85 per cent) of the schools, while these payments were received in the school office in eight, or 11.4 per cent, of the schools. A combination of these plans was used in three schools, or 4.3 per cent. One instructor commented that he gives each boy a bill which in turn is paid in the office. In another city, pupils purchased cards in the supply store and these cards were punched by the instructor as materials were used.

There was little agreement as to the time payments were made or the manner in which they were collected. According to the data in Table 2, the largest proportion, 43.6 per cent, collected when the project was completed, while 12.7 per cent collected at the beginning of the course. Nearly 10 per cent received payments at the end of the course. Combinations

of these three methods were used by 14.1 per cent of the instructors. Nearly 20 per cent had devised various other plans.

## 2. TIME PAYMENTS WERE COLLECTED

	Number	Per Cent
A. Project completed	31	43.6
B. Beginning of course	9	12.7
C. End of course	7	9.9
D. Combinations of A-B-C	10	14.1
E. Other plans	14	19.7
Total	71	100.0

Most schools use a common-sense method of handling collections. Thus, a teacher comments that he collects when a pupil is ready to take home the finished article. Another says "If not at completion, before examinations are taken." Thus still another: "or before grades are distributed."

Where advanced fees are paid the schools usually provide a flat fee at the beginning of the year, or a fee which allows of a refund to pupils who haven't used the advance.

Some schools use tickets for handling the record and punch for the amounts used. A refund is made at the end of the semester.

## Cost to the Pupil

The average charge to students who took industrial-arts courses was \$2 per semester. This amount was determined from charges listed for 138 shop courses. These charges ranged in amounts from 15 cents to \$12. Some of the lowest charges were these: 15 cents—mechanical drawing; 20 cents—printing, drawing; 30 cents—drawing; 35 cents—

mechanical drawing; 40 cents—industrial mechanics and general shop; and, 50 cents—machine shop, drawing, and metals. Some of the highest charges included the following: \$12—advanced woodwork; \$10—general metals; \$7.50—machine shop, woodwork; \$7—electronics; \$5—woodwork, machine shop, and cabinetmaking.

Charges varied considerably among the different shops as may be seen in Table 3. Printing appears to be the least expensive shop for the student, although it should be pointed out that in three out of four courses listed, there was no charge, while the fourth charged only 20 cents. Drafting, which includes machine drawing, mechanical drawing, drawing, and general drawing, had an average cost of 63 cents. Five out of the 18 drafting courses made no charge. Charges in drafting ranged from 30 cents to \$2.50 per semester.

The most expensive shop for students was cabinetmaking with an average cost of \$3.81 per semester, followed closely by woodwork (general woodwork, hand woodwork, and woodshop) with \$3.03. In all cabinetmaking and woodworking courses a charge was made. This amount varied from \$1.50 to \$12 in the former; and from 60 cents to \$7.50 in the latter shop.

The average charge in machine shop was \$2.19 with a range from 50 cents to \$7.50. In metal shop (metalwork and general metals) the average assessment was \$1.58, with a range of from 50 cents to \$10. Charges were made in all machine-shop and metal-shop classes.

Students paid an average of \$1.50 in electrical shops with a range from 75 cents to \$2.50. Three of the five farm shops charged \$1; one, \$1.25; and another made no charge.

## 3. AVERAGE CHARGES IN NINE DIFFERENT SHOPS

Shop Title	Number of Cases*	Average Charge
Cabinetmaking	9	\$3.81
Woodwork	28	3.03
Machine shop	13	2.19
Metalwork	20	1.58
Electrical	9	1.50
General shop	10	1.26
Farm shop	5	.85
Drafting	18	.63
Printing	4	.05

\*Includes shops where no charge was made

# Double Sessions—Good? Bad? Indifferent?

Carleton M. Saunders\*

In split or double sessions two or more classes of children use the same classroom. There are three reasons why schools are making use of the double or split session: First, in many communities the school population has increased tremendously and is continuing to increase to the point where the available classroom space is insufficient. Second, the cost of new school construction is so high that some school districts cannot,

or will not, spend the money for new educational plant facilities. Third, the scarcity of building materials and the difficulty in obtaining them has forced some communities to adopt a policy of "wait and see." In the meanwhile they use double sessions.

The split sessions take many forms, of which three common forms are as follows: first, that which might be termed the *straight* type. One class enters a classroom at 8:15 a.m. and uses it until 12:15 p.m. At that time

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another class enters and occupies the room until 4:15 p.m. Second, there is the staggered type. In this arrangement Class A uses the room from 8:00 a.m. to 10:00 a.m. and then goes home for two hours returning at 12:00 noon and uses the room until 2:00 p.m. Class B uses the room from 10:00 a.m. to noon and from 2:00 to 4:00 p.m. Third, the type known as the *three for two*. Three classes share two classrooms and other spaces such as the auditorium and gymnasium. The schedule is so arranged that each of the three classes uses the classroom part of the time and the other educational spaces the remainder of the time. The form of the split session utilized in a community depends upon local conditions. When many children are transported to school, the first form is favored; when children live within walking distance of their school, one of the other two forms may be used.

### Five Questions We Answered

Last year we used double sessions in six classes. Our experience gave us answers to several questions which arose in conjunction with the sharing of classrooms by different groups of children and teachers.

1. *Will there be clashes between groups using the same classroom?*

We encountered no difficulty on this score because we made cubbyholes for textbooks, papers, pencils, erasers, and workbooks. Thus each individual had his own materials which he kept in his own storage space. At midyear the children who had used cubbyholes exchanged with those who had been using desks to store their possessions. We also insisted that two teachers use the same room plan with their students and agree among themselves on utilization of bulletin boards, chalkboards, library books, etc. An experienced teacher shared the room with an inexperienced teacher, thereby giving the latter much help and supervision in her work.

2. *How large should a class become before dividing it?*

We decided that when a class reached 40 it should be divided into two classes of 20 pupils each. In most of the split classes additional children enrolled during the year and added to the original 20 pupils. The ideal class size of 25 pupils was our standard which in turn set the limit of 40 as the point for dividing a class into two double sessions.

3. *Should one or two teachers teach the split groups?*

We decided that two teachers would teach the groups. This decision meant that regular session teachers would teach six hours a day (counting lunch hour) while those in the double sessions would teach only four hours. To equalize the load, all agreed that they would work seven hours a day in school. Included in the seven hours were staff and committee meetings, lesson planning, curriculum revision, and other assignments. The part-time teachers were of valuable assistance to the regular session teachers by aiding them in remedial reading classes; supervision of lunchrooms,

bus pupils, and physical education classes; clerical tasks, and in giving tests. They also helped the building principal.

### Where the Least Harm Could Come

4. *Which children should attend the split sessions?*

This is a controversial question. We decided that grades two, three, and four would attend because the small children in grade one needed the more leisurely approach and should therefore attend all day. Boys and girls from fifth grade through eighth take industrial arts and home economics. We did not wish to interrupt these studies. In addition, there was the problem of whether town children or those who came to school by bus should be in double sessions. An attempt was made to place all children of the same family in either full-time or double sessions. Thus a mother would not be obliged to cook several meals during the day. Adjustments were attempted for the child both of whose parents worked. At mid-year sections were reversed and those teachers and students who had come in the morning now came in the afternoon and vice versa.

5. *What should be taught in the double session?*

We agreed that in the abbreviated teaching time such features as trips, excursions, art, music, parties, and audio-visual education should be curtailed but not eliminated alto-

gether. Stress should be given to the "fundamentals."

Results of the first year of double sessions have been interesting. The majority of parents do not like double sessions although some definitely prefer them. Children in the afternoon sessions come to school very tired. Several children seemed "lost" with the additional time and wished to hang around school when they should have been at home.

### Full Time Is Best

Achievement tests show that the children attending the regular sessions have done as well or better than those in double sessions. While an insufficient number of children were involved to make this observation statistically reliable, our observations indicate that when both groups are taught by equally competent teachers, the full-time classes do as well or better in achievement in reading, arithmetic, language, and spelling.

Our observations indicate that the full-time classes do better physically, emotionally, and socially than those enrolled in the split sessions.

When all of the above factors are considered, it is our conclusion that, though there are some compensations in double session classes, they do not provide the same quality of education that is provided in full-time sessions.

## School Buildings Need Not Leak

Raymond W. Ehrenberg\*

One of the most irritating of school maintenance problems is a leaking school building. Not only is remedial waterproofing work necessary, but also related repairs required by damage caused by water, such as replacement of plaster and repainting of interior walls. Any school administrator will testify not only as to continued heavy cost of these repairs and their adverse effect upon the operation budget, but also the necessity for repetition of remedial work because of the difficulty of obtaining permanent relief through expedients which are often temporary at best.

The Building Waterproofers Association conducted a survey in 11 eastern states, in the early part of November, 1950, in an effort to gather facts concerning actual conditions in school buildings. The study revealed that of 2607 public school buildings covered in the survey, 550 were reported by school superintendents and maintenance officials as being in a leaking condition. Of 142 school

systems in as many communities that reported remedial waterproofing work was necessary, 80 of them found it necessary to go back and do the work a second time.

These and other facts disclosed in the study tend to shed light on an important issue that has confronted school building architects, designers, school boards, and administrators for some time.

Because of the stringency of school construction budgets, there has been a tendency to cut corners on the theory that a school building is no different from any other. In many respects, it certainly is not, but in others, it is. One of these is waterproofing. For the comfort of children and teachers, and perhaps even for their health, a school building should be free from leaks from rain and storm. Further, failure to take precautions only shifts heavy costs to the expense budget. Remedial work is a continuing cost that absorbs expense budget money that could go into school supplies or other classroom needs.

The survey sharply etched the fact that too much reliance is placed on the original work-

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*Defective joints are the most frequent cause of brick wall leaks.  
The workman here is re-pointing particularly bad joints.*

manship in construction, rather than on specific waterproofing measures. In many cases, had these been taken at the time of construction, the troubles that came later would not have existed. The quality of workmanship in construction varies from community to community, but the installation of waterproofing methods and materials, whatever the choice, in the first instance, gives added insurance against later maintenance costs.

At all events, the Building Waterproofers Association survey, first of any scope in the history of the industry, disclosed that more than 50 per cent of the 234 reporting school systems had one or more school buildings in

need of remedial waterproofing repair. This is a high percentage of failure at some point in construction and highlights the urgency of advance planning against error.

Responses to the survey questionnaire, sent to 1135 superintendents of schools and maintenance officials, showed a surprising number who reported school buildings in a leaking condition, without remedial work having been undertaken.

#### **A Cause of Continued Deterioration**

While many school administrators did not report leaking conditions at one point in the

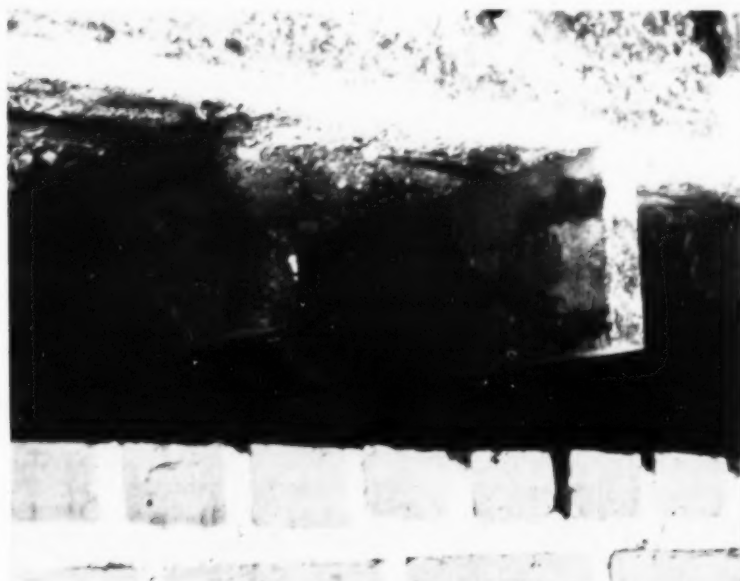
questionnaire, they described in some detail the nature of leaks found in their buildings — under a different question. This led the survey director to conclude that the troubles caused by building leaks are even more extensive than the direct answers indicated.

Eighteen superintendents of schools who reported that they had found leaks in exterior walls of buildings reported that they had been unable, for one reason or another, to undertake remedial work. This can only mean continued and increasing deterioration of the buildings. Seven superintendents who did not report leaks under one question, did report that they had been forced to have remedial work done, under another.

Altogether, the concern of school administrators with the problem is evidenced by the fact that more than 20 per cent of those to whom questionnaires were sent, responded.

The survey took place before the disastrous hurricane that swept the Atlantic seaboard on November 25, 1950, when hundreds of school buildings were reported closed, due to wind damage and leaks. It is small wonder that so many were closed when one considers the high proportion of defective buildings under normal conditions.

Regardless of the waterproofing materials or methods used, the survey indicated clearly the need for closer attention to the problem when buildings are planned. The long list of complaints listed by school superintendents need never have existed in the light of modern knowledge of waterproofing methods and materials. The problems recounted by reporting school officials can be solved. It is hoped that the survey will help school board members, architects, and school officials to meet these questions when new buildings are planned.



*Leaks in a brick wall of this school at Stamford, Connecticut, caused the roof beams to rot and the wall to leak. It was necessary to remove many bricks in order to get at the seat of the trouble and to repair rotted beams.*



*Infrequently the entire walls of a school building must be entirely re-pointed. Painstaking work by experienced men is necessary for this type of a job.*



# Cadet Teachers Raise Administrative Problems

Walter H. Hellmann\*

The teacher shortage has induced an increased number of liberal arts and private colleges to undertake teacher education programs. Practice teaching is now an integral part of almost all teacher education programs and consequently increasing requests are being made of near-by public school systems to cooperate in providing this service.

These requests carry with them additional problems for the public school administrator. The balance of this article will describe some of these problems as they have occurred in Fairfield and the policies which we have adopted to meet them.

The first problem is that of priority. When a number of institutions request the placement of cadet teachers, what priority shall be given to these requests? Shall it be on the basis of first come, first served? Should state supported institutions receive priority over private ones? Should there be a deadline for filing applications? Should local residents be given preference? Our policy on priority includes these items.

## Local Policy Summarized

1. Application must be made in writing to the Superintendent's Office on or before September 1, for the fall term training or January 15, if the spring term is desired.

2. Requests filed by the appropriate date will be given priority on this basis: (a) local residents from any institution; (b) state teachers colleges and state university; (c) private institutions in the immediate neighborhood; (d) others in the order of request.

A second problem is to determine how many cadet teachers can be conveniently handled during a given term.

Our policy provides that not more than one cadet teacher per high school department nor more than two cadet teachers per elementary school building shall be trained in any one term. We restrict the number because we expect our administrators to assist with the training of cadet teachers, and a larger number would put too much burden on the principal and supervisory staff.

A third problem is the selection of teachers for the training program. Up to the present, this has presented little difficulty. Teachers are selected by the assistant superintendent and the building principal and, while acceptance is voluntary, all teachers asked have considered the request as an indication of professional standing and have willingly accepted the opportunity. We also grant in-service credit for this work to meet the provisions of our salary schedule for advanced standing.

## Pay for Training Teacher

The fourth and most difficult of these problems is the matter of extra pay for serving as a

training teacher. Within the past two years several of the colleges with whom we cooperate in the training program have adopted a policy of paying the training teacher. This has raised several questions.

1. If some colleges pay and others don't, who is to get the paid jobs and on what basis? Unless the colleges are willing to spend time in evaluating and screening teachers for this purpose, the administration will have to indicate which teachers it considers as superior. This, to many of the staff, is a form of rating; i.e., increased salary on the basis of a subjective evaluation.

2. Where several staff members participate in the training program it is difficult to determine

a fair distribution of the money, and even if it were so divided the resulting amounts would be too small to be worth while to the individuals concerned.

3. If some colleges do not pay there may be less enthusiasm on the part of the teachers working with their programs.

4. Lay people may object to teachers getting extra pay for what seems to be their regular job particularly if other teachers are doing the same type of work without recompense.

To meet these objections our policy is to request the institutions that wish to pay for teacher training to apply the money to the scholarship fund which our teachers' association maintains for future teachers. The contribution is then a truly professional one by all concerned. Some colleges grant tuition fees for the teachers of the participating system. It often happens that these teachers are registered with another institution and as a result no one uses the grant. Another possibility which has merit is the policy by the college involved to supply staff members for in-service work with the teachers of the co-operating system. The latter arrangement if combined with the scholarship contribution to the future teachers would seem to be a desirable answer to the problem.

# Los Angeles Handles Playground Surfacing Dangers

## Important Committee Conclusions

On the basis of the information obtained, the committee concluded that:

1. Some type of shock absorbing material should be placed underneath apparatus.

2. Black top was recommended as a suitable surfacing material to be used on playgrounds other than under apparatus.

3. Supervision and instruction in the proper use of apparatus were considered essential in the reduction of accidents.

4. More accurate information is needed on the absorptive qualities of materials investigated before a specific recommendation can be made of a particular substance to be used under playground apparatus.

5. Serious injuries due to falls may result from the manner in which a body strikes the surface. The use of an absorptive material under the apparatus would lessen to some extent the severity of injuries due to falls.

6. The general program of physical education and playground activities requires two distinct areas on school grounds needed for the physical education and recreation programs. These include (1) general game and court areas in which the playing surface is directly related to the playing of the game; (2) those areas in which physical education apparatus is located. Activity on this apparatus is indirectly affected by the surface underneath.

## The Policy Adopted

The committee suggested that certain playground apparatus be put in service after sand boxes with 10 inches of sand had been placed

(Concluded on page 72)

\*Assistant Superintendent of Schools, Fairfield, Conn.



# *The American* **School Board Journal**

William C. Bruce, *Editor*

## **SCHOOL BOARDS AS TRUSTEES**

IN THE humdrum of current school business, members of school boards are likely to forget the fact that they are local trustees of the state for the education of the children. Local control of schools is the strongest safeguard we have for keeping the schools close to the people and for making sure the co-operation of citizens generally with the school authorities. This local control cannot, however, overshadow the state interest in the schools nor must it be allowed to destroy in the individual board member his constant attention to the fact that he is a trustee of and for the state. In this connection, President W. I. Kocurek recently reminded the members of the Texas State School Boards Association:

"Boards of trustees should regard themselves as agents of the state for carrying out the educational policies of the state; if they are also responsible to the people of the local community, it is only because the state has delegated to the people of the local community a certain amount of the responsibility for education. The legislature has either the power to add or subtract from that power at any time. It is fortunate for Texans that the legislature in this state has seen fit to grant us great opportunities for development of the local management function of education. Let us not muffle the ball."

## **SALARIES OF VOCATIONAL TEACHERS**

SOME 35 years ago, when Smith-Hughes aid first encouraged local boards of education to open vocational classes in the high schools and to establish separate vocational schools, the trade subject teachers were almost entirely drawn from industry. Most of the men were natural teachers who were given brief in-service training to qualify them to pass tests for special teacher certificates. They invariably had a thorough apprenticeship training and brought into the school shop from five to ten years of experience as journeymen.

At present the situation is changed: young men newly employed for teaching of trades have a college education, or its equivalent in a teacher training college which specializes in the preparation of industrial arts or vocational teachers. In addition, they have at least partial apprentice training and a year or two experience as full-fledged mechanics. They do bring into their first year of teaching from two to five years of occupational prep-

aration over and above the education required of the teachers of academic or science subjects.

In recent years these beginner vocational teachers have rightfully felt that school boards should recognize their trade experience quite as much as their college work. They have urged moreover that the summers spent in work in commercial shops should receive the same recognition given to academic teachers for summer university attendance. They say, for example, that the man who is teaching patternmaking must keep up with the newest developments not only in the immediate trade but must refresh himself in commercial drafting practices, foundry work, machine-shop practice, and other related occupations. He must compete again with first-class journeymen and rub shoulders with engineers and technical men. He must again feel the drive and the excitement of the big shop where new things are tried, new efficiencies are fought for. If he is at all alert he will come back to the school with renewed enthusiasm and energy and new knowledges and skills that even the finest university laboratory or shop cannot supply. What is said of the patternmaker applies with even greater force to the teacher of auto mechanics, machine-shop practice, and a dozen other trades.

The school board that wants to assure itself of the professional value of summer work might well demand that each shop teacher who seeks credit be required to write a report on his experience. If the points touched upon were outlined by a competent authority—say the state education department or a vocational teacher training college—an approach to sound evaluation would be had. The board members who are in industry or a trade will appreciate the meaning of such reports.

## **SCHOOL BOARD MINUTES**

A SOUTHERN school board has been brought to task by the local newspaper for (1) refusing to take action, under a mandatory school law, in selecting an official journal, (2) omitting from the minutes its refusal to select a journal, (3) omitting from the minutes a written recommendation of a board member, (4) failing to have a record of an increase of \$900 in the superintendent's salary. To clinch the matter, the board voted, with one dissenting vote, to keep the items (1) and (3) out of the record.

All of the foregoing may be passed over as occurring in a small community of no wide importance. It is worth remarking, however, that the integrity of the minutes of a board of education must be suspect if they are not complete, accurate, and to the best of the secretary's ability a clear record of all actions taken or refused.

It is a rare school board indeed that will risk a question concerning the full legality of its record or a suspicion of its

integrity by allowing even the slightest slip. The point to be made is the necessity of having the secretary check his work for the clear and concise expression of the actual action and of the purpose or intent of the board. Nothing is more disturbing in later reference or study of a minute to find that the element of intent has been garbled or omitted.

## **STUDYING SCHOOL-PLANT PROBLEMS**

UNIVERSITY courses in school administration are usually characterized by discussions of abstract principles and problems, and only rarely does the student come in contact with life situations. The School Plant Planning Laboratory, at Stanford University, is endeavoring to reverse this situation and to make the study of school plants and related site selection, building planning, and educational equipment a very real study. The idea is to bring the student in contact with a real community where he can study a total educational-social-economic situation and work out a plan for needed plant facilities.

In the Laboratory, Director James D. MacConnell has made a collection of planning devices and materials that have been used in building projects undertaken by various school authorities. An important part of the Laboratory consists of the latest models of school furniture, school equipment, samples of building materials—windows, flooring tiles, etc., and actual working devices for temperature control, lighting, sanitation, ventilation. Students are expected to work with these materials and devices in solving the problems of the community under study and of their own problems brought along from the home school system.

It is worth adding that the manufacturers who are co-operating with the Stanford school plant laboratory are the most progressive in America—determined that their products shall serve the children.

\* \* \*

The refusal to know a group that one despises, or disqualifies or discriminates against is born of ignorance and of a lack of contacts and of sympathy. Prejudice invades even the school. There are not lacking in the educational world men who are afflicted by the spirit of exclusivism. For such men nothing can be admitted but the theories, the writings, the teachings, the traditions which they happen to embrace. The rest is matter to be ignored or despised. They have made themselves blind and they refuse to see any good in those opposed to them. — *Luigi Sturzo*.

\* \* \*

The easiest part of a school reform is the proposal of it. Voting it is harder, and enforcing it is a vastly difficult task.

## National School Boards Association Plans Busy Year and Big Convention

*Edward M. Tuttle*

During recent months these articles have dealt with certain background information of general interest to boards of education — significant signs of the times (June); the handling of school construction and equipment under the Controlled Materials Plan (July); participation in Civil Defense and how to meet organized propaganda against the schools (August); and moral and ethical values among school boards (September).

It is time to get back to the current activities and plans of school board associations — national and state — and to sense anew the rising tide of interest and strength in the association movement.

### National Convention Program Taking Shape

As a result of a preliminary conference in late August between N.S.B.A. President Trotter and Executive Secretary Tuttle, the central theme and general outline of the 1952 National Convention in St. Louis can be announced. Much more desirable in this planning would have been a meeting of the full executive committee of the N.S.B.A., but as yet this is financially beyond reach.

The theme selected is "Working Together for Public Education" and may be considered from several different standpoints, all of them pertinent. It may refer to boards of education working together in their state and national associations for their own mutual improvement. It may refer to boards and the professional school staff, or to boards and the community, or to all three working together to better advantage. It may refer to cooperative working agreements among lay and professional groups on local, state, and national levels, in behalf of public education. In any or all of these arrangements, school boards occupy a key position. They have a responsibility sometimes to take the initiative and always to co-operate promptly and effectively, to accept legitimate findings and recommendations willingly, to consider all facts carefully and fully, and to explain clearly to everyone concerned whatever official action is taken. Today as never before it is important for the maintenance and advancement of our system of public education in America that we truly learn how to *work together*.

The specific program of the National School Boards Association Convention will occupy two days and two evenings, Friday and Saturday, February 22-23.

The opening session on Friday morning from 9:30 to 12 noon will be devoted to ceremonies of welcome, to the introduction of distinguished platform guests, to the annual address of President Trotter, to reports on the association's status, activities, and plans by the executive secretary and the treasurer, and to the announcement of working committees. Very important groundwork will be laid in this session for the work of the entire Convention.

At 2:00 p.m. the second general session will be devoted entirely to a presentation and discussion of the question of "Written Policies for Boards of Education," why they are desirable, and how they may best be developed and maintained. This is currently the subject of liveliest interest among local school boards in districts of all sizes. It will be planned to hold formal talks to a minimum and to allow for maximum discussion from the floor under a competent moderator.

The session on Friday evening at 7:30 will open with a practical and inspirational talk by one of the leaders from the school administrator's group, and will be followed by the main business meeting of the National School Boards Association. The N.S.B.A. is still young and is pioneering its way. Consequently there are matters of great importance to be discussed by the delegates from the state associations — matters of organization, of representation, of finance, of official co-operative relationships, of positions to be taken by resolution on current issues in public education. A lively and stimulating, rather than a dull and routine, business session should result.

As in past years, a State Association Presidents' Breakfast will be held on Saturday morning to which the state secretaries will also be invited. This informal get-together of state leaders has proved one of the most pleasant and helpful features of the convention.

Saturday at 9:30 a.m., by which time a good many school administrators will have joined us as guests, the topic of "School Construction and Equipment Under the Controlled Materials Plan" will be taken up for full consideration. Hundreds of school districts throughout the country are concerned with this problem and it is hoped that the latest and most authoritative information will be available from persons best qualified to give it. Again, formal presentations will be held to a minimum and ample time allowed for questions and discussion from the floor.

Saturday afternoon, from 2:00 o'clock on, a new suggestion will be followed of holding two sections for board members, with different programs. One section will be for members of boards in places of over 200,000 population, and the other section for board members from places of under 200,000 population. The details of these programs have yet to be worked out, and this experiment should reveal whether there is enough distinction between the problems in the two sizes of jurisdiction to warrant the separate sections.

During this same time the state association secretaries are planning to hold a working conference of their own to compare experiences and exchange ideas regarding the most effective ways of developing services to local boards within the states.

At 4:00 p.m. the voting delegates (two from each state) will be convened in a final business session to act on any last minute matters which may have come up during the day.

Saturday evening at 6:30, the annual banquet of the National School Boards Association will be held. This affair has come to be looked forward to as the climax and highlight of the Convention. Distinguished guests, featured music, and an outstanding speaker, not directly connected with the schools but deeply concerned with public education, will mark the program, details of which will be announced in coming issues of the JOURNAL.

### N.S.B.A. and A.A.S.A. Are Planning Some Interesting Joint Sessions

Under the leadership of President Kenneth E. Oberholtzer, the American Association of School Administrators is offering added opportunities to the National School Boards Association for joint co-operation in the regional meetings of the A.A.S.A. in St. Louis, Los Angeles, and Boston.

Of greatest significance will be the Sunday evening session in St. Louis, which will be jointly sponsored by the two associations under the general title of "The Citizen's Obligation to Schools." The speaker on this occasion will be a foremost leader in the school board association movement.

On Monday afternoon, as in former years, one of the section meetings will be jointly sponsored by the A.A.S.A. and the N.S.B.A. with speakers and panel members from both groups. The topic will probably center around boards of education and their public relations, including the press and radio.



On Tuesday, according to President Oberholtzer's plans, there will be no general session of the A.A.S.A. and no sectional meetings, but instead a series of all-day-long clinics on topics of current interest. One of these will consider "The Superintendent and the Superintendency" and the N.S.B.A. has been invited to act as a cosponsor to this clinic.

At the other regional meetings of the A.A.S.A., in Los Angeles in March and in Boston in April, there will of course be no preceding meeting of the N.S.B.A. The Sunday evening session of the A.A.S.A. will be cosponsored in Los Angeles by the National Congress of Parents and Teachers, and in Boston by the National Citizens Commission for the Public Schools. But it is hoped that the N.S.B.A. may cosponsor a Monday afternoon session and one of the Tuesday clinics as it will be doing in St. Louis. Development of this plan will depend upon the co-operation of the national officers and the state associations of school boards in the West and in the East.

### President Trotter Travels on Association Business

In spite of an exceedingly busy life in Chattanooga, Tenn., where he is Commissioner of Education and Health and by virtue of that office is president of the local board of education, N.S.B.A. President F. H. Trotter is making a number of trips this fall to represent the National Association officially.

On September 22-23, Mr. Trotter, First Vice-President Clifton B. Smith of Freeport, N. Y., and Executive Secretary Edward M. Tuttle of Chicago, journeyed to Washington, D. C., for a two-day meeting with representatives of leading educational organizations to discuss proposals for a new National Council for Accreditation of Teacher Education. The previous day Tuttle attended a called meeting of the Executive Committee of the National Conference for Mobilization of Education (MOE). There will be more to report on these meetings at a later date.

The first week in October, Mr. Trotter will be in California as guest and speaker at the annual meeting of the California School Trustees Association in San Jose. He plans to spend several days getting acquainted with school board activities in The Golden State.

October 21-23, President Trotter will attend the New York State School Boards Association meeting in Syracuse. This is the largest single gathering of school board members in America (2100 were registered last year) and has been called the most important annual educational meeting in the Empire State. Mr. Trotter will speak at the banquet on Monday evening and will also act as moderator of one of the panel discussions to be held during the Convention.

President Trotter has been invited to be a speaker at the first Southeastern Regional Drive-In Conference of School Superintendents to be held in Asheville, N. C., October 28-30. This conference will be attended by superintendents from six neighboring states

## EQUALITY

*As if it harmed me, giving others the same chances and rights as myself.—As if it were not indispensable to my own rights that others possess the same.*

—WALT WHITMAN

The world is much concerned nowadays with the question of human rights. If we could all see clearly and act according to the simple truths set forth by Walt Whitman in the quotation above, the matter would quickly be resolved. First, that giving equal opportunities and equal rights to all men works no injury to any man. Second, that no man is secure in his own rights until all men possess those same rights. Slowly and painfully mankind labors toward this goal, set back time and time again by the jealous greed and selfish fears of those who covet special privilege which others may not enjoy. Such self-seeking ultimately defeats itself, whether in the case of individuals, groups, organizations, or entire nations. Progress lies the other way, in true equality.—E. M. T.

and will be a kind of clinic in local school administration at the smaller community level. It is one of a series of regional conferences sponsored jointly by the A.A.S.A., the NEA Department of Rural Education, and the National Council of Chief State School Officers. Last April, the N.S.B.A. executive secretary attended one of these conferences for nine midwestern states in Topeka, Kans., and found it a wonderfully stimulating experience.

### Many State Association Meetings

During the summer, on July 21 to be exact, the Arizona School Board Association was completely reorganized under an enabling law passed at the last session of the state legislature. A new constitution was adopted and new officers elected for the fiscal year beginning July 1. The new president, John H. Armer of Phoenix, wrote that he would call a meeting of his executive committee in late September or the first of October to hire an executive secretary. The former president, Dr. Taylor T. Hicks of Prescott, is a director of the N.S.B.A.

Michigan, always the first among the State Associations to hold its annual meeting in the fall, met in East Lansing on September 14. Robert M. Cole, executive director of the Illinois Association and N.S.B.A. treasurer, was the speaker at the midday luncheon in the Union of Michigan State College. The Michigan Association of School Boards is another of the several state associations which are ready to employ full-time executive secretaries and are looking for persons with the right qualifications.

On September 28 in Atlanta, school board members of Georgia were planning to take an important step ahead by organizing an independent school boards association. In the past they have been members of a joint association with school superintendents, but for nearly a year have had a committee at work under the chairmanship of J. H. Woodall of Woodland, Ga., preparing for reorganization as a separate association. A constitution and by-laws, including a proposed schedule of dues, were in readiness for adoption, much publicity had been given the move which was heartily endorsed by most of the administrators, and a large and enthusiastic gathering of board members were anticipated. I'll try next month to report the actual outcome.

State association meetings scheduled during October include the California School Trustees Association at San Jose, October 1-3, a workshop for the Indiana School Boards Association at Bloomington, October 7-8, the Pennsylvania State School Directors Association, at Harrisburg, October 9-10, the North Dakota School Officers Association at Bismarck, October 17-19, and on overlapping dates, October 18-19, the Iowa Association School Boards at Des Moines. At the Iowa meeting, N.S.B.A. Director O. H. Roberts, Jr. of Indiana will be one of the speakers. In the latter half of the month, the New York State School Boards Association will hold its great annual convention in Syracuse, October 21-23, the Vermont State School Directors Association meets in Montpelier, October 24, and the Connecticut Association of Boards of Education is to meet on October 25 or 26.

In November, scheduled meetings have been reported by the associations in Virginia, North Carolina, Kansas, Colorado, Illinois, and Texas.

### Mississippi Is Organizing the 42nd State School Board Association

Last January, at a state-wide meeting of board members called by State Superintendent J. M. Tubb (the first such meeting ever to be held in Mississippi), full discussion was given to the desirability of forming a Mississippi School Board Association. A committee of 12 was selected at the close of the meeting, composed of board members from various-sized districts and from all sections of the state, and was instructed to formulate plans for the organization of a state association. The chairman of this committee, Dr. C. M. Wells of Canton, Miss., wrote N.S.B.A. headquarters in last August that they were ready to proceed toward permanent organization and that the committee would hold a meeting in mid-September to agree upon the final plans. Present writing is too early to know the outcome, but it will be reported next month. If Mississippi thus becomes the 42nd state to organize, that will leave only six unorganized states including Ohio, which has an active association in the Southeastern Region that is leading the way toward a state-wide organization. The other five unorganized states are Arkansas, Maine, Maryland, Nevada, and West Virginia.



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## Happenings in School Administration

### SCHOOL ENROLLMENT

The Office of Education in Washington has reported that more than one fifth of the nation's total population will be enrolled in public and private schools and colleges in the 1951-52 academic year. The estimates point to the highest enrollment ever recorded — 33,121,000, which surpasses even the 1950-51 peak of 32,703,000.

The most substantial enrollment rise is at the elementary school level, with an estimated enrollment of 24,468,000, which is a substantial increase over the enrollment of 23,686,000 in 1950-51. Secondary school enrollments have risen slightly over those of 1950-51, with an estimate of 6,168,000. The number of pupils in high schools last year stood at 6,142,000.

The Office of Education is making a national survey of school building needs to determine the number of classrooms needed for children enrolled and to plan educational facilities for the children of peak birth-rate years coming along in the future years. Expanded enrollments in 1951-52, it is estimated, call for 25,000 new classrooms. To replace obsolete facilities, an additional 18,000 classrooms must be provided.

### AFT CONVENTION OPPOSES

The American Federation of Teachers, representing some 400 local unions, held its annual convention in Grand Rapids, Mich., August 20 to 27 and devoted the great bulk of its time to the expression of its opposition to existing teaching conditions. John M. Eklund, of Denver, Colo., who was re-elected president for a fourth term, called sharp attention in his presidential address to the difficulties of teachers due to interference with academic freedom and to bad working conditions which reduce their efficiency.

The Federation voted against the segregation of Negroes and whites and decided to charter no new locals which do not accept all races to membership.

While the Federation is on record as opposing strikes of teachers, the convention voted congratulations to the Pawtucket, R. I., teachers who have been on strike for higher wages, and called upon local unions to send money to the Pawtucket Union 930.

At the request of the Boston group, the executive council was asked to oppose the "degree racket." Teachers' salaries should not be increased for the mere acquisition of an academic degree according to the Boston delegates.

The Federation opposed all loyalty oaths required by state laws which frequently "are intended to intimidate teachers." A group favoring the oaths declared that no sincere, patriotic citizen should oppose an affirmation of his loyalty.

The Federation deplored the fact that present salaries do not have equal purchasing power with the average salaries paid in 1938-39; a report favoring additional pay for extracurricular work compared teachers with carpenters and plumbers who receive overtime pay.

On the positive side, the Federation declared itself in favor of better educational standards, child welfare, and international peace.

### WARNS AGAINST CYNICISM

Supt. John P. Milligan of Atlantic City, N. J., has warned the teachers of his city against the dangers of adopting cynical attitudes toward life both in personal living and in public affairs. Speaking at the annual meeting of the staff, previous to the beginning of the 1951-52 school year, Mr. Milligan declared that the future of our country and of every individual child is "in the hands of the hopeful." He warned:

"... I think the biggest problem for teachers today is that of avoiding cynicism. In the face of the basketball scandals, the 5 per centers, widespread illegal gambling, the West Point fiasco, and other practices, together with official corruption in high places, it is not surprising that people, especially our youth, are becoming cynical. And rightly so. This nation faces decline unless our people everywhere bring their conduct into line with fundamental values — values emphasized by all great spiritual leaders of the past and proved again and again in the experience of man. Rome fell because of the deterioration of morals of its leaders who gave people 'bread and the circus.' The parallel between ancient Rome and modern America is too close for comfort. In addition to our many investigations, we need a great national commission to study and recommend individual moral standards for our times. Such a statement would do much to give guidance to confused individuals everywhere. Pending such a statement, we teachers have a job to do. We, of all people, must not grow cynical. Let us take stock to see where we are, and the direction in which we are moving. What may we do in the face of a moral crisis?"

### A SOUTHERN COUNTY RECORDS PROGRESS

Two pages of the Laurel, Miss., *Leader-Call*, for August 31, 1951, are devoted to the schools of Jones County and the city of Laurel. The articles are purely factual and record quite modestly substantiated progress.

Thus, 108 of the 207 teachers in the county hold bachelor's degrees; 2 have master's degrees; 37 have three and a half years' college credit, and 21 have more than three years. No supervisor or superintendent holds less than a master's degree.

Most of the rural schools are consolidated and 100 all-steel buses are used to transport 8000 children. More than 6000 children in 37 schools enjoy hot lunches under the federal school lunch program. Thirty-one rural school boards and the Laurel board of education direct the schools. The school plant throughout the county has undergone great remodeling and improvement during recent years and three new buildings have just been put in operation.

The Laurel schools, under the supervision of Supt. John M. Caughman, are organized on the k-6-3-3 plan. None but college-trained teachers are employed and special qualifications are called for in music, art, physical education, shop, and recreation instruction.

### IMPORTANT FOR THE CHILDREN

Parents who put educational opportunity for their children ahead of everything else probably can get improvement in the school setup if they keep insisting on it.

Some of them think that this is more important even than having a basketball team, a band or an orchestra that each community can call its very own. — J. S. Russell.



### NOBODY HURT

The above picture will cause any schoolman to shudder. The entire ceiling of the grade school auditorium at Atwood, Kans., fell during the night of April 16, 1951, following the All-Schools-Day celebration when the room was filled with children and teachers.

The total estimated weight of the ceiling which fell was between 50,000 and 60,000 pounds. No cause of the accident is given, but it is believed that the wires holding one corner of the ceiling gave way, causing a chain reaction which snapped all of the fastenings.



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## PENNSYLVANIA SCHOOL CONSOLIDATIONS

Pennsylvania has too many separate school districts — a total of 2543 — accounting for duplication and waste in administration, organization, supervision, and financing. These are the views set forth by Edgar C. Perry, superintendent of schools in Indiana, Pa., in discussing a proposed jointure with his borough district with adjoining White Township.

Reviewing the mass of different districts — most in the fourth class having less than 5000 population, Mr. Perry said: "Students of educational problems, as well as the Legislature of the State of Pennsylvania, have long been convinced that there have been too many school districts in the state.

"The problem is not one of a social nature, alone, there is a definite financial aspect. More and more aid to education is becoming the principal item in the state's budget, especially since many weak school districts cannot be expected to carry their burden alone without considerable state aid. This does not help local autonomy.

"It can readily be seen that much duplication and waste exist in administration, organization, supervision, and financing as a result of the great

number of small school districts which are unable to provide adequate educational programs to meet the needs of modern society," Dr. Perry stated.

The state has 2242 fourth-class school districts; 279 third class, having 5000 to 30,000 population; 20 second class, having 30,000 to 500,000 population, and two first class, having 500,000 or more population.

Educational advantages resulting from joint school operations, as compiled by Mr. Perry are: (1) less duplication of services and facilities; (2) more efficient administration and supervision; (3) more adequate individual records and reports; (4) better articulation between the elementary and secondary schools; (5) broader offerings to meet individual needs; (6) better individual guidance.

Mr. Perry said that according to Department of Public Instruction information, only 15 union districts have been formed and are operating in Pennsylvania.

In the union district, the individual districts are wiped out through a vote of the electorate in the districts involved. Approximately 249 joint boards involving about 834 school districts have been created and are currently operating in the state. Joint boards, he pointed out, are accomplished by majority vote of each board of school directors in the districts with each district retaining its identity.

## ADMINISTRATIVE PROGRAM

At Pasadena, Calif., Acting Supt. Frank Walkup has called upon the teachers and the entire school staff to co-operate in the improvement of the work of the schools. He has called upon teachers especially (1) to use plain American common sense to protect the children from the blunders of un-American ideologies in the schools; (2) not to expect too much in the way of results from the school survey because this offers guideposts only and the working out of methods of improvement is the duty of the school staff; (3) to co-operate in improving community relations, realizing that the best formula is to be honest and straightforward in dealing with the people of the community; (4) to emphasize district-wide teamwork, taking into account the welfare of the entire school district and not merely that of the individual school or of the individual teacher.

## PHILADELPHIA SCHOOL BUYING

The Philadelphia, Pa., board of public education has changed its policies relating to small purchases of supplies and contracts for building repairs and construction.

Contracts under \$1,000 for any repair, construction, or other work may be let to the lowest responsible bidder, after soliciting bids from at least three bidders. In case the entire value or cost is below \$300, direct orders may be placed without bids. A similar policy has been adopted for the purchase of supplies except that only two bids are required.

The board has also changed its rule on surety bonds to allow regular and frequent bidders to provide one annual "proposal bond" at the beginning of each fiscal year. The bond is to cover contracts totaling more than \$1,000. Written applications must be made to the board both by regular bidders and by firms who express the intention of becoming constant bidders.

All larger bids for work must be accompanied by a corporate bond or a certified check for 25 per cent of the value of the work. The secretary and business manager of the board may increase the bond or check above 25 per cent if he considers it advisable.

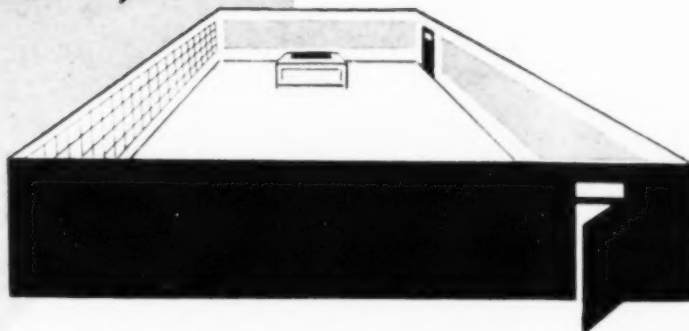
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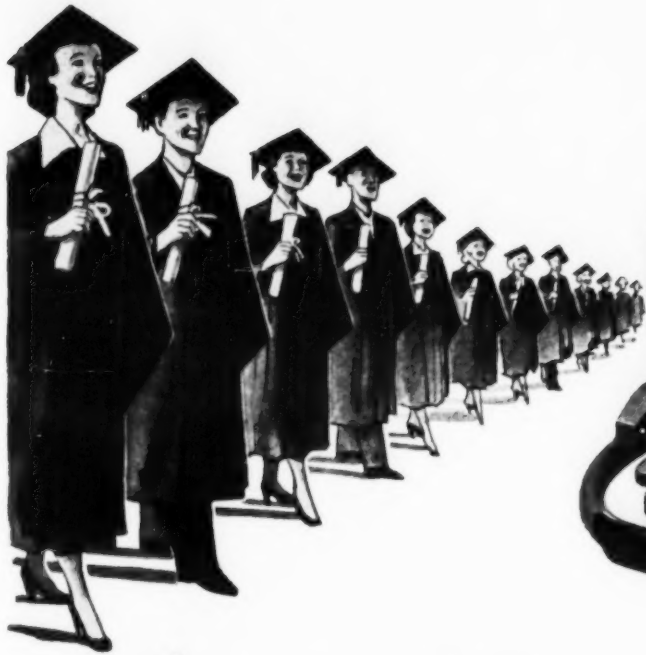
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### TIPS ON TEACHING

by George L. Hossfield

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## School Lands and Funds

Public education is a function of state government and the members of the boards of education are state officers. Ky. const. §§ 183-189. — *Board of Education of Louisville v. Society of Alumni of Louisville Male High School*, 239 Southwestern reporter 2d 931, Ky.

## Schools and School Districts

Rural high school districts, like other common school and independent school districts, are quasi-

municipal corporations, while rural high schools, like high schools in other common and independent school districts, are merely instruments or agencies used by school districts to accomplish the purposes of their corporate existence. — *State ex rel. Childress v. School Trustees of Shelby County*, 239 Southwestern reporter 2d 777, Tex.

A community unit school district becomes a legal entity upon the vote of the inhabitants of the territory embraced within such district in favor of the establishment of the district, notwithstanding the statutory provision that if an election effecting the organization of such a district is held after school begins in any district involved in the consolidation, such consolidation shall not be effective until July 1 following the election. S.H.A., ch. 122, §§ 8-9 to 8-14. — *People ex rel. Smail v. Board of Education of Community*

*Unit School Dist. No. 202 of Fayette County*, 99 Northeastern reporter 2d 385, Ill. App.

## School District Government

Where a person elected to the office of member of the county board of education was not eligible to hold the office, a "vacancy" in such office occurred on the day the term of office of such person would have commenced had he been eligible, and a decision of the Court of Appeals holding such person not to be eligible, and directing that judgment be entered ousting such person from the office, which such person had physically occupied, did not create a "vacancy" but only directed the ouster because of the existing vacancy. — *Kash v. Day*, 239 Southwestern reporter 2d 959, Ky.

Where a vacancy in the county board of education occurred, and the vacancy was not filled by the remaining members of the board within 90 days after the vacancy occurred, the power of the remaining members of the board to fill the vacancy passed to the State Board of Education. KRS. 160.190. — *Kash v. Day*, 239 Southwestern reporter 2d 959, Ky.

A local school board is a quasi-municipal corporation and is governed by the rules applicable to strict municipalities. — *Board of Education of Louisville v. Society of Alumni of Louisville Male High School*, 239 Southwestern reporter 2d 931, Ky.

In making the school principal's office his own for school purposes, a township trustee was acting legally and agreeably with the statute requiring the township advisory board to appropriate annually the trustee's estimate for office rent not to exceed the amount provided for the class to which the township belongs, and in no sense was the trustee acting contrary to the statute or in conflict with the established principles of law. — *Burns' ann. statutes*, §§ 28-4321, 65-204. — *State ex rel. Brinker v. Coffin*, 99 Northeastern reporter 2d 249, Ind.

## School District Property

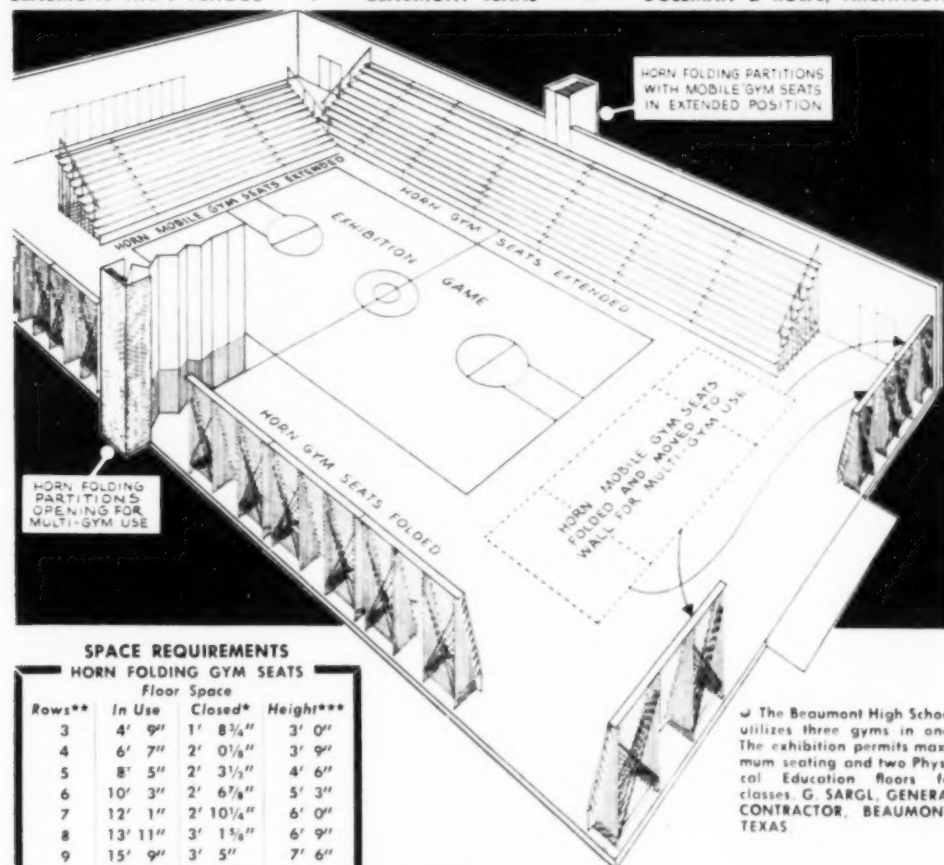
Where an athletic field is located on property owned by the school district, the management and control of such a field is vested in the officers of the school board. G.S. 1949, § 72-1033. — *Neiman v. Common School Dist. No. 95, Butler County*, 232 Pacific reporter 2d 422, Kans.

A provision in a deed of property for school purposes by which the Louisville school board agreed to hold the property for the exclusive use of the white male students was void as a ceding away by the school board of its governmental powers or a restriction of the discretion by the school board and as contrary to public policy. Ky. St. of 1909, §§ 2949, 4382; Ky. const. §§ 183-189. — *Board of Education of Louisville v. Society of Alumni of Louisville Male High School*, 239 Southwestern reporter 2d 931, Ky.

The power of a school district to contract is only such as is conferred by express statute or by fair implication from the statute. — *Kroeger v. Rural High School Dist. No. 3 of Republic County*, 232 Pacific reporter 2d 430, Kans.

Where at the time of an alleged accident to a student while using a chinning bar in the school gymnasium, prior to the regular physical education class, there was a physical instructor in the center of the gymnasium, about 50 feet away from the chinning bar, and another instructor who was supervising the students in the locker room, who were getting ready for the class, no negligence against the board of education could be based on the lack of supervision of the students in the gymnasium. — *Fein v. Board of Education of City of New York*, 104 N.Y.S. 2d 996, N.Y. Sup.

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### SPACE REQUIREMENTS

#### HORN FOLDING GYM SEATS

	Floor Space			
Rows**	In Use	Closed*	Height***	
3	4' 9"	1' 8 3/4"	3' 0"	
4	6' 7"	2' 0 1/4"	3' 9"	
5	8' 5"	2' 3 1/2"	4' 6"	
6	10' 3"	2' 6 1/2"	5' 3"	
7	12' 1"	2' 10 1/4"	6' 0"	
8	13' 11"	3' 1 1/4"	6' 9"	
9	15' 9"	3' 5"	7' 6"	
10	17' 7"	3' 8 3/8"	8' 3"	
11	19' 5"	3' 11 1/4"	9' 0"	
12	21' 3"	4' 3 1/2"	9' 9"	
13	23' 1"	4' 6 1/2"	10' 6"	
14	24' 11"	4' 9 7/8"	11' 3"	
15	26' 9"	5' 1 1/4"	12' 0"	
16	28' 7"	5' 4 3/8"	12' 9"	
17	30' 5"	5' 11 3/8"	13' 6"	
18	32' 3"	5' 11 3/4"	14' 3"	
19	34' 1"	6' 2 3/4"	15' 0"	
20	35' 11"	6' 6 1/8"	15' 9"	
21	37' 9"	6' 9 1/2"	16' 6"	
22	39' 7"	7' 0 7/8"	17' 3"	
23	41' 5"	7' 4 1/4"	18' 0"	
24	43' 3"	7' 7 1/2"	18' 9"	
25	45' 1"	7' 11"	19' 6"	
26	46' 11"	8' 2 3/8"	20' 3"	
27	48' 9"	8' 5 1/4"	21' 0"	
28	50' 7"	8' 9 1/8"	21' 9"	
29	52' 5"	9' 0 1/2"	22' 6"	
30	54' 3"	9' 3 3/8"	23' 3"	

\*Dimensions include 4 1/2" space between top seat and wall.

\*\*Higher than 30 rows consult Engineering Dept.

\*\*\*Height in open position same as closed.

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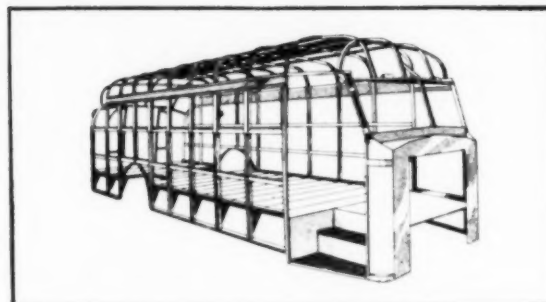


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# 95,000 NEEDLES IN A CALIFORNIA HAYSTACK

The "haystack" is California's 1,600,000 public-school enrollment. The "needles" are the estimated 95,000 California children with impaired hearing.\*

(\*Yuba County Survey, March, 1949. The Bureau of Special Education, California State Department of Education.)



As many as 40 pupils screened at a time. Specially-trained personnel NOT needed.



The Maico F-1, Portable School Audiometer

The problem is to FIND these hard of hearing children—which California is doing!

"Forty-one counties are known to have testing programs," writes Vivian Lynndelle, California Special Education Consultant. "Forty-five individual districts either have a complete program or have completed plans for such to begin this fall (1950)."

Maico is playing an active part in this forward-looking California program. No fewer than 184 Maico Audiometers are owned by schools and school systems of the state.

Through this program California will avoid huge social and economic loss, because these 95,000 youngsters will eventually be able to carry on normal, useful adult lives in their communities. *But even now, the systematic discovery of these hard of hearing children is preventing needless grade repetitions . . . saving California schools thousands of dollars and uncounted teaching hours.*

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SCHOOL BOARD JOURNAL for OCTOBER, 1951

## FIRST SCHOOL CAMP FOR INDIANAPOLIS

Fifth and sixth graders in the public schools of Indianapolis, Ind., are participating this year in the first school camp, located in Versailles State Park, which began September 10, and lasted three weeks.

Through arrangements with the State Conservation Department, approximately 60 to 90 pupils of seven schools were able to attend each week of the camps. A written application from the student's parent and a health certificate from a physician were prerequisites for attendance. Each child who attended the camps was required to pay \$10 for the cost of food, lodging, and transportation to and from the camp.

One teacher accompanied each 15 pupils. Teachers were selected from the schools to serve as counselors of their groups for the week. They also helped to arrange programs and supervise the camping experience.

Albert R. Mahin, consultant in distributive education of the public schools, was in direct charge of the camps and remained for the three-week period.

## CONSOLIDATION SHOWS MAGNIFICENT RESULTS

The centralized school districts in Illinois created in 1947 to 1950, as a result of the state program of school district consolidation and unification, are beginning to show magnificent results in the shape of broadened educational programs and increased instructional services. Thus, in Champaign County, one consolidation has resulted in a greatly improved school system, the community Unit School District No. 4, under the

supervision of a single board of education, and led on the professional side by Supt. E. H. Mellon and a staff of supervisors.

The Champaign Community Dist. No. 4, of Champaign, Ill., which has been in existence since July, 1948, is composed of the city of Champaign, the village of Savoy, the village of Bondville, and 90 sections of surrounding rural territory. During the first two years, 15 one-room elementary schools were eliminated and two new schools were erected, each costing \$90,000. These schools are strictly modern and contain all the facilities found in the city schools. Junior and senior high school students are transported to the city schools and the Champaign schools endeavor to meet the needs of all the pupils. In the junior and senior high schools, an enriched program of industrial arts and vocational education is provided, offering a variety of shop courses. The Champaign district employs 22 teachers who devote their time to special education. A Citizens Education Council has been set up to interpret the needs of the school to the school administration and to interpret the school program to the local community. More than 400 pupils are transported annually to the school in eight school buses.

Supt. E. H. Mellon reports that the academic standards are not neglected. Graduates of the senior high school rank high in college classes and it is believed that the school system is offering a well-balanced program.

## ISSUE TWO HANDBOOKS

The board of education at LaGrange, Ill., has issued two interesting handbooks for the school year 1951-52. Upon the suggestion of Supt. J. E. Pease, a complete Parents' Handbook of the ele-

mentary schools has been prepared, in which the fathers and mothers of pupils may find details concerning the organization of the schools, facts concerning the instructional and special service programs, details of pupil and parent policies, lists of the schools, names of the principals, etc.

A similar Handbook has been prepared at the suggestion of Mr. Pease, addressed to pupils of the junior high school. While this booklet is largely made up of facts and suggestions which pupils will need, it takes into account the parents and their need of information concerning school policies and the special services which the junior high schools are rendering.

## NATIONAL COUNCIL TO MEET

The National Council on Schoolhouse Construction has announced its program for the 1951 meeting at Minneapolis, October 1 to 4. President A. M. Proctor announces that the program will be broadened over previous years in order to meet the interests and needs of the three types of members who now constitute the Council.

There will be a continuation of the special types of information needed by city and state school officials engaged in school plant planning who originally organized the Council. There will be further special programs for the college and university professors of school administration and for practicing architects and building engineers who have come to look to the Council for advance information on their special problems.

Mr. Proctor raises the question whether the Council should sponsor a special program of research. The local host of the convention will be I. O. Friswold, State Director of School Building Construction, St. Paul 1, Minn.

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► The New York City board of education has decided to use reinforced concrete for the construction of new school buildings. According to an announcement of Assistant Superintendent of School Buildings D. W. F. Gale, the new design will reduce the use of steel by 50 per cent and will result in buildings which are quite as permanent and economical as the older types of buildings in which large amounts of steel were required.

► Construction of two new school buildings in North Versailles Township, North Versailles, Pa., will cost nearly \$1,400,000 without furnishings or landscaping. This is reported by the township authority which is financing the project. Contracts let thus far for the Park Terrace Junior High School total \$858,000.

► West Deer Township School Board, near Pittsburgh, Pa., is planning a \$450,000 building program. Plans call for a modern 10-room elementary building complete with recreation room at a cost of \$250,000. Another \$200,000 would be spent for enlarging present facilities at West Deer High School.

► Severe cutbacks in allocations of critical materials are casting a shadow on Pittsburgh, Pa., building plans. The city board of education plans a new Sunnyside school at an estimated cost of \$675,000. The board hopes to start work by January, but has received no word on requisition of copper and steel. A one-floor structure for 560 students is planned.

► Des Moines, Iowa. The school board has voted to proceed with the proposed million-dollar addition to the Technical School. Architects Dougher, Rich & Woodburn have completed plans and specifications.

► St. Louis, Mo. The board of education has begun the construction of seven school building projects, estimated to cost \$5,000,000. Included in the projects are a new Busch elementary school, to cost \$713,000; the Nottingham School, to cost \$645,000; and a new auditorium and field house, to cost \$2,000,000.

► Colorado Springs, Colo. The school board has received a government grant of \$80,000 to aid in a new school building project. The money

will be used to construct schools for servicemen's children.

► Wichita, Kans. The board of education has carried out its third bond issue proposal since the end of World War II. The new bond issue became necessary due to defense activities, which brought a rapidly increasing population, making necessary an extensive building program. At present the board has under construction four elementary schools, additions to four buildings, a junior high school, and a senior high school. Four new buildings were occupied in September, including three elementary and one junior high school. Increased enrollment has made it necessary to add 100 additional teachers to the staff for 1951-52.

► Rome, Ga. The board of education is completing a building program, begun in 1949 and involving a cost of \$800,000. The board obtained a state grant which permits it to complete the program by September, 1952.

► Mayfield, Ky. The board of education has carried out an extensive remodeling program to modernize the school buildings and to make them better adapted to present day school conditions.

► At Newton, Iowa, the school board is completing a new senior high school on a 30-acre tract of land. The building will have 95,250 square feet of floor area and will cost complete \$1,054,000.

► The Crete-Monee Community School Dist. 201-U recently dedicated its new Monee School. The building which contains four classrooms, a combination gymnasium-auditorium, and an all-purpose room; cost \$152,412.30. The new building and an addition to Crete School were financed with a \$240,000 bond issue approved by the voters in the spring of 1950. Perkins & Will, Chicago, Ill., were the architects.

► West Orange, N. J. The board of education, in September, completed and occupied the Hazel Avenue School, which has been remodeled and enlarged, at a cost of \$600,000. A new addition to the Pleasantville School was completed during the last school year, at a cost of \$1,220,000. A \$300,000 addition is being erected for the St. Cloud School, which will be completed in December next.

► Benton, Ill. The Benton Consolidated High School is planning a complete educational survey, to include a study of the present building, the curriculum, the financing, and the school staff. The work is being carried out by representatives of the Illinois University College of Education.

## NATIONAL TRENDS IN ECONOMIC CONDITIONS OF IMPORTANCE TO SCHOOLS

	Latest Figure	Previous Month	Year Ago
School Building Construction <sup>1</sup> . . .	\$115,846,000	\$120,192,000	\$113,095,000
School Bond Sales . . . . .	\$ 44,439,000	\$ 78,786,750	\$ 21,118,359
Average Interest, Selected Municipal Bonds <sup>2</sup> . . . . .	2.10%	2.21%	
Wholesale Price Index <sup>3</sup> . . . . .	176.7	177.8	168.3
U. S. Consumers' Price Index <sup>3</sup> . . .	185.5	185.2	172
U. S. Retail Food Price Index <sup>3</sup> . . .	227.7	226.9	208.2
Total School Enrollment . . . . .	33,121,000 <sup>4</sup>		30,073,000
Building Construction Cost Index <sup>5</sup>	535	535	515

<sup>1</sup>Dodge Figures for 37 States East of Rocky Mountains.

<sup>2</sup>Bond Buyer.

<sup>3</sup>U. S. Department of Labor.

<sup>4</sup>U. S. Office of Education, Estimate, September, 1951.

<sup>5</sup>U. S. Bureau of Census, October, 1950.

<sup>6</sup>American Appraisal Company, Average 22 Cities.

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Best"



The new South School, New Canaan, Connecticut, is already widely acclaimed as an example of how intelligent planning with modern equipment and materials can make a public school one of America's best. This fine school was built under the guidance of Albert P. Mathers, Superintendent of Schools. It was designed by Sherwood, Mills & Smith, Stamford, consulting with O'Connor & Kilham, New York. The installation of modern tubular steel furniture was arranged through Gledhill Brothers, Boston, distributors for Heywood-Wakefield Company, One Park Avenue, New York, N. Y.



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## A SAFE WAY TO SCHOOL

In New York City a program has been worked out by the City Board of Education, the City Department of Traffic, the New York Safety Council, and the local parochial schools to eliminate accidents to children on the way to and from school.

For each school building a map has been prepared showing the location of the school and its attendance area, major traffic arteries, location of school safety patrol stations, police posts, stop-and-go signs, bus stops, one-way streets, play streets, subway entrances and underpasses, and local parking regulations. Each map includes facts relating to the district as a whole and the number of children coming from each section.

The City Department of Traffic has prepared

routes which are suggested that children follow with greatest safety between their homes and the school. In some cases, additional protection has been recommended in the way of more traffic signals and added school patrols.

Parents have been requested to require their children to use the safest way to school according to the map, to warn children against horseplay, carelessness, haste, or lack of alertness.

The parents have been further requested (1) to take the small child by the hand and go with him to school for the first time at least, using the safest route; (2) to discuss with the child the necessity of following the safest route; (3) to impress on the child the need for going straight to school and coming home directly, except when the parent has given specific permission to make a stop; (4) to help the child figure out the

safest way to church, to homes of friends, to the store. (5) The parents are warned not to punish the child or to cause any emotional conflict before using the streets. Crossing New York City streets is always a problem requiring full concentration. (6) Parents have been requested to obey traffic regulations themselves and to set a good example for the children. (7) Parents have been requested to allow children ample time to travel from home to school, but not so much time as to encourage loitering or carelessness on the way to school. The children should not be hurried when sent on errands.

As a final warning, parents have been asked to see that each child has completed his overnight studies before leaving for school so that he need not be worried when crossing a busy street concerning his work in the schools.

## ARLINGTON HEIGHTS BOARDS ORGANIZE

The Arlington Heights Township High School Dist. 214, of Cook County, Ill., has been active in the formation of the Arlington Area School Board Association. The high school district covers two townships located in northern Illinois in Cook County.

The district boasts ten elementary school districts, underlying the high school territory, whose students attend the township high school.

The Arlington Area School Board Association holds fall, winter, and spring meetings jointly with the public elementary school districts. The Association has as its objective the study of problems of mutual interest and to obtain co-operative action on any and all school problems affecting the schools. Some of the problems already studied were school legislation, budgetary procedures, staff salary data, transportation. Elmer F. Laurin, president of Dist. 214, acts as president of the Arlington Association.

## THE COUNTY'S BIG BUSINESS

The Hillsborough County, Fla., schools are the single largest enterprise—private or public—in the county. In its newest school circular to the community the board of education whose offices are in Tampa, reports that the annual operating budget amounts to \$10,151,136 and represents most careful budgeting and attention to disbursements. The financing of the schools has been balanced both for the best interests of the pupils and of the taxpayers. Instructional salaries take 56.8 per cent of the total outlays; general control requires only 1.4 per cent; and minor instructional expenses cost 3.9.

On the physical side, plant operation requires 5.2 per cent; maintenance, 3.4 per cent; and auxiliary services, 3.3.

For capital outlay, the schools spend 20.3 per cent of their income; for debt service, 0.1 per cent; and for reserves, 1.3 per cent.

The adult school program which is a valuable influence in the community, takes 2.6. Fixed charges cost 1.7.

In discussing the budget, the circular concludes:

"Preparation of a good budget is dependent upon close co-operation of the school business departments with the school superintendent, school board and trustees, budget commission, and the county commissioners. Happily for Hillsborough County, those public officials concerned in school budget planning have shown a more than casual insight into the school system as a business venture, have shown they understand it must be a successful business venture to produce a successful educational system. They have worked for a strong and progressive school system in the county."



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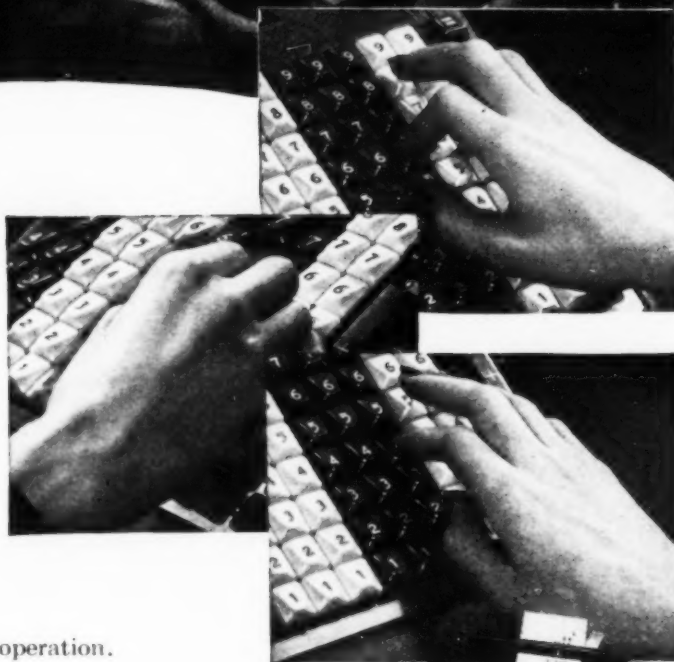
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## IMPROVEMENT IN FREMONT

The schools of Fremont, Mich., have carried on a broad program of school improvement, making in-service training of teachers and curriculum betterment two centers of special attention. Supt. Elwyn R. Dell, who has conducted the work reports:

"It is always the prime objective of every superintendent and board of education to better the school service for the children in their schools. We in Fremont have devoted the past year, and are continuing during the coming school year, to develop the type of in-service training program that will be reflected directly in the instructional program. All of the teachers were cordially invited and urged to enter into the planning phases of the in-service training program. In fact, the entire planning was in the hands of a committee selected each year by the members of the faculty. Not only did the teachers unanimously decide to keep abreast with the educational trends, but they also decided to do something about problems which were bothering the individual teachers. The planning committee found that the teachers were unable to concentrate as much as desirable on the actual instructional program while being bothered with such things as sick leave, equities and salaries, equal teaching loads, expenses for conferences, and keeping abreast with modern educational philosophies and techniques."

The entire program has been carried on in a democratic manner, and the teachers have been asked at every point to co-operate. Writes Mr. Dell:

"A statement of salary policies was worked out co-operatively and approved by both the teachers' club and the board of education. The board of education agreed to a single-salary schedule, a good sick-leave policy, and other desirable benefits. The teachers agreed to add two weeks to the regular 38-week school year. One of

the additional weeks would be used as a pre-school conference, and one as a post-school conference. The school year 1950-51, just completed, was the first full year under the statement of policies."

Mr. Dell adds that the 1950 pre-school conference involved many meetings with local and state consultants. The post-school conference was left entirely to the group to be used exactly as they wished. They decided to ask the Michigan Department of Public Instruction to develop the program. Dr. G. Robert Kopman, assistant superintendent of public instruction, met with the post-school conference planning committee as a consultant. All of the 48 teachers were contacted as to their wishes, next the consultants were secured. It was decided to let the conference develop naturally from the teachers themselves without any outside influences. Dr. William VanTil, of the University of Illinois, was with the teachers the entire four days and did an excellent job. Other consultants were used as indicated on the program.

During the conference the teachers developed 13 recommendations which were presented at the final meeting for approval. The results were the approval of recommendations regarding problems of improving curricula.

## BOSTON HIGH SCHOOL STUDENTS EARN WHILE LEARNING

Job statistics reveal that seven out of ten adults in Boston earn their living in retail, wholesale, or service occupations. The Boston schools, therefore, have sought to make it possible for young people to train for occupations at which they can profitably work as adults.

In the high school classes, 1500 boys and

girls study such subjects as types of store ownership, characteristics of the merchandise consumers buy, techniques of selling merchandise, record keeping for the buying and selling of goods, display, and effective speech.

As a part of the training each year, merchandising pupils over 16 years of age are excused from school to work in retail stores from Thanksgiving to Christmas. This job-training work is under the supervision of the school. Through their work experience these young people have an opportunity to practice, on real jobs, the techniques they study in their merchandising classes. In addition, they earn a considerable sum of money. Last year, 900 merchandising pupils earned over \$87,000 during their supervised Christmas work experience.

In six high schools, seniors who have decided that they want to work in distributive occupations after graduation, take the co-operative merchandising program. These students spend a half of each day in school, and the other half working in training jobs in stores, under the supervision of the school.

For their store jobs, these students must pass employment tests and be interviewed by employment managers in the stores. They rotate from job to job and are rated by store supervisors just as adult workers are rated. During the year 1950-51 boys and girls taking the course earned over \$800 under the supervision of the school.

## RACIAL SEGREGATION

The U. S. Court of Appeals in Washington, D. C., has been asked to end racial segregation in the public schools of the District. "Segregation constitutes punishment for Negro children," the court was told in a brief filed by a group of parents whose children were denied admission to the Sousa Junior High School because of their race.

# RUMOR V. FACT

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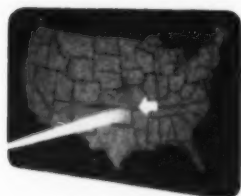
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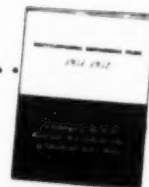
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## NEW YORK TEACHERS' PAY

After-school activities in New York City high schools, interrupted since March, 1950, by the salary dispute between the board of education and the teachers, have been resumed. The fight, especially of the high school teachers, for increased salaries above those voted by the board is being continued and demands are being made for assurances concerning the limitation of hours, consideration of special groups of teachers, shortening of the class hours of vocational teachers.

The Teachers' Union, now denied the use of school buildings for its meetings, has announced that it seeks a \$4,000 to \$8,000 pay schedule in 1952. It plans to continue the extracurricular work stoppage.

## TEACHERS AND ADMINISTRATION

► The Bossier Parish school board at Benton, La., conducted a workshop for teachers preceding the opening of school. Upon recommendation of Supt. R. V. Kerr the workshops were held in each school of the parish and a general session was conducted for the parents. The topics discussed were: (1) what the school is trying to do for the children and the community; (2) what the parents expect of the school, and how they can help. After the discussions parents held informal meetings with the teachers. A separate session was held by each faculty with discussions relating to (1) the principals' relations to teachers and parents; (2) teachers' relations to the principal, parents, and other teachers; (3) parents' relation to teachers and principals. A case study was made of school problems from the standpoint of principal and teacher.

► In Campbell County, Ky., the school authorities, under the direction of Supt. R. E. Bridges, have promoted and carried through two fine work-group conferences for 400 teachers, principals, and supervisors. The second conference, recently completed, was carried out with the aid of 45 outstanding educators from various school systems. The cost of the institutes is paid by the participating boards of education.

► Wichita, Kans. Upon recommendation of Supt. Wade C. Fowler, the board of education has adopted new rules requiring six semester hours of credit to be earned by all teachers within each five-year period of service. Included is a program of accepting travel credit under prescribed conditions, and a provision calling for limited credit for work experience. Professional workshops are conducted in June of each year, and these are followed by pre-season institute meetings in the week preceding the opening of school.

► At West Orange, N. J., the school board has adopted a new salary schedule, prepared by Supt. Milton Brown and the board. The new schedule provides minimums of \$2,600 for the four-year level; \$2,700 for the five-year level; and \$2,900 for the six-year level. The maximums are \$5,100, \$5,500, and \$5,900.

► At Adel, Iowa, Supt. Paul Wallace, has inaugurated a new type of parent-teacher conference for the elementary schools. One day is set aside each semester for conferences. Cards are sent to

parents as an invitation to them to participate. A schedule is arranged so that the parents of each child have a definite time for a 15-minute talk with the teacher in the classroom. All pupils are excused from classes on conference days. The parents and teachers report that they are enthusiastic with the results of the conferences

► Boston, Mass. The school committee has established the minimum salaries of 13 directors of special subjects at \$6,180, with increments of \$144 annually, and a maximum of \$6,756. The jobs include the directors of distributive education, educational research, fine arts, household arts, industrial arts, guidance, music, etc.

► Two teacher organizations in Cleveland, the CTU and the Cleveland Teachers' Association have made last-minute appeals for cost-of-living salary increases. Sentiment was unanimous among the

board members that teachers are being paid inadequately, but it was held that the budget could not be increased any further this year.

► Pennsylvania school doors swung open this fall to a record throng of 1,654,000 students. This is an increase of 58,000 over last year.

Dr. Carl D. Mornewick, chief of Child Accounting and Research in the Department of Public Instruction, said vacancies still exist for more than 1000 elementary teachers and 850 high school teachers.

► Omaha, Neb. The board of education has granted an increase of about 5 per cent in salaries to all teachers, custodians, and clerical workers. The increases will amount to about \$25 per month for teachers; \$20 for custodians; \$10 for women custodians; and \$15 for clerical workers. The annual additional cost to the schools will be \$350,000.



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## PERSONAL NEWS

► **DR. FRANCIS B. HAAS** of Harrisburg, Pa., veteran school leader, has been reappointed by Gov. John S. Fine as state superintendent of public instruction for a four-year term in Pennsylvania.

Dr. Haas's previous appointment by Former Gov. James H. Duff, now a U. S. senator, expired in August. Dr. Haas's salary will go from \$12,000 to \$15,000.

► **ARTHUR E. REESE** has been named vice-president of the school board of the Johnstown-Stonycreek Township Joint School District at Johnstown, Pa.

► **ELLIS VAN ORMAN** has been elected supervising principal of Saltillo Joint High School, Saltillo, Pa. He succeeds Harold A. Douty who resigned. Mr. Van Orman had served as a science and English teacher in Robertsdale Junior High School, Robertsdale, Pa.

► **ROBERT W. DAVIS** of Commodore, Pa., has been elected principal of Armagh High School, Armagh, Pa., by the United Joint School District. Mr. Davis formerly served as assistant principal of Green Township High School, Commodore.

► With the opening of the school year, three new assistant superintendents have assumed their duties at Boston, Mass. The new appointees are **JOHN W. CONCORAN**, in charge of the supervision of junior high schools; **MISS EUNICE C. HEARN**, who is director of elementary school work; and **FRANK J. HERLICHY**, in charge of the department of curriculum adjustment and improvement of instruction.

► **DR. WILLIAM B. ODELL**, of the Stanford University College of Education has been assigned to direct the five-year program for the training of administrators, under a \$260,000 Kellogg Foundation grant.

► **JOHN H. FRENCH**, formerly of Paw Paw, Ill., has accepted the superintendency of the Beecher Community Unit District at Beecher, Ill. He succeeds Ernest Ragland, who has gone to Twin Falls, Ida.

► **CARL S. KNOX** has replaced W. C. Kampschroeder as superintendent of schools at Eureka, Kans. Mr. Kampschroeder has accepted a position in the State Department of Education.

► **ERNEST M. HANSON**, of Pueblo, Colo., has been awarded a doctor of education degree by Colorado State College at Greeley.

► **T. W. BATH** has been elected president of the school board at Pittsburg, Kans. **W. H. SHUTE** was named vice-president.

► **DR. R. W. URIE** has been re-elected president of the board at Parsons, Kans.

► **H. C. ALDRIDGE** has been elected treasurer of the school board of San Benito, Tex.

► **ARTHUR L. HOEHL** has succeeded Elmer O. Berdahl as clerk of the board at Sioux Falls, S. Dak.

► **WILLIAM GRABER** has been re-elected for a third term as president of the board at Hutchinson, Kans.

► **MISS ELIZABETH G. DONALDSON** has been elected treasurer of the board at Topeka, Kans. **T. A. KEER** was named business manager.

► **WALTER M. POOR** has been elected president of the board at Chanute, Kans. **EBUR SCHULTZ** was named vice-president.

► **C. G. WILKE** has been elected president of the board at Eldorado, Kans.

► **HENRY SHENK** has been re-elected president of the board at Lawrence, Kans. **RALPH PINE** was named vice-president.

► The New York City board of education has appointed **HANS SPANNS** as director of purchases for the bureau of supplies.

► A former star tackle on the 1931 football team of the University of Notre Dame, **GEORGE J. KOZAK**, has been appointed head of physical welfare in the Cleveland, Ohio, schools by the board of education, upon recommendation of Supt. Mark R. Shinnerer. Mr. Kozak succeeds Floyd A. Rowe, recently resigned. Mr. Kozak, who is 42, had been supervisor of physical education for junior and senior high school boys for eight years, and previously coach and physical education teacher for 18 years.

Also, upon recommendation of the superintendent, the board has appointed **GEORGE E. SEEDHOUSE**, formerly assistant chief of community centers, to succeed Mr. Kozak. Mr. Seedhouse, who is 45, was graduated from the Rocky River high school, and received his bachelor's degree from Ohio University, and his master's degree from Western Reserve University. He has been in the Cleveland schools 18 years.

The board has also named **DR. M. P. EFFRON** to the principalship of the Kennard Junior High School, to succeed Principal L. L. Wrestler, who has gone to the William Dean Howells Junior High School.

► **J. S. BENGE** of Clymer, Pa., has been elected to the Clymer School Board. He succeeds the late M. J. Lightner.

► **FRANK MITCHELL** of Rockwood, Pa., has been appointed a school director in Middletown Township. He succeeds John R. King who resigned.

► **EARL H. PLACE**, of Tecumseh, Mich., has accepted the superintendency at St. Joseph.

► **DR. ROY MOSER** has been elected president of the school board at Holton, Kans. **MRS. REUBEN MOORE** is a new member.

► **PAUL H. WOODS** has been elected president of the school board at Wichita, Kans. **KENNETH P. BRASTER** was elected vice-president.

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A recent study \* illustrates the damage caused to terrazzo flooring by certain crystalline chemicals that are common ingredients of many powdered soaps and detergents. This damage is attributed to the large expansion forces of crystal formations in the pores of the floor, which result from the repeated use of such detergents. For this reason, we recommend the use of **BRITEN-ALL**, a powerful but neutral cleaner with non-crystalline characteristics.

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\*"Terrazzo as Affected by Cleaning Materials" by D. W. Kessler (National Bureau of Standards). Originally published in *Journal of the American Concrete Institute* September, 1948.

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## LOS ANGELES HANDLES PLAYGROUND SURFACING PROBLEM

(Concluded from page 51)

around the apparatus. These include multiple climbing trees, horizontal ladders, low bars, and traveling rings. The committee further urged that black top be used on the general play area other than under apparatus, and be retained as a standard type surface; that the board establish required standards for yard supervision by classroom teachers during the entire school day; and that emphasis be placed on a strong instructional program in the proper use of each piece of apparatus as the equipment is returned to use after having protective surfacing installed; and that the school district seek information leading to the development of more satisfactory cushioning materials than are now available. It was suggested that engineering research departments of the various universities and industries be asked to participate in any proposed research program.



# Tomato thrills

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## NEW PUBLICATIONS for School-Business EXECUTIVES

### Fuel Oil Manual

By Paul F. Schmidt. Fabrikoid, viii-160 pp. \$3.50. Industrial Press, New York 13, N. Y.

This book is addressed to lay consumers and salesmen of oil used for power production, building heating, and industrial heat purposes. The approach is practical and helpful and the language, while accurate, is nontechnical. The purpose to acquaint the user with the properties of fuel oil, the limitations and possibilities of the standard grades of oils, and methods of assuring uniform quality and efficient combustion, is well achieved. A final section provides information on 22 common troubles encountered in fuel oil use and the best remedies for overcoming the difficulties. The author warns against careless preheating of oils, indiscriminate use of reclaimed oils, and the undesirable blending of oils. The book provides just the information needed in school board offices where oils must be specified and bought, troubles diagnosed, and practical

policies worked out for conserving the schools' fuel-oil dollar.

### Natural Ventilation of Buildings

By William W. Caudill, Sherman E. Crites, and Elmer G. Smith. Paper, 43 pp. Bulletin No. 22, 1951. Texas Engineering Experiment Station, Texas A. and M. College, College Station, Tex.

This significant report considers the most elementary facts concerning the action of air in motion, outside and inside of simple buildings. The characteristics of air movements are illustrated and the practical applications to typical building situations are so logically presented that any mastery should aid the architect and engineer to locate and design buildings and to very accurately predict results. Special attention is given to school design, with the use of models. A valuable study for school offices.

### Models for Predetermining Natural Ventilation

Research Report No. 26. By Elmer G. Smith. Paper, 25 pp. Texas Engineering Experiment Station, College Station P.O., Tex.

Models have been widely used to study school lighting. Here both full size and scale models similarly have been studied for the effects of various arrangements on natural

ventilation. The report is significant for studying the new types of classrooms and their effective and economical ventilation.

### Public School Building Needs at Rocky River, Ohio

By John H. Herrick, Franklin J. Gottfried, and Marion J. Conrad. Paper, 72 pp. Published by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

This typical, incisive Ohio University report recommends (1) a long-range program of educational and administrative planning, (2) the remodeling of existing junior and senior high schools for broader educational services, (3) the remodeling of two elementary buildings, the enlargement and remodeling of one elementary school, (4) the reopening and enlargement of an elementary building, (5) the purchase of a new school site and the sale of several unused sites, (6) the planning and opening of separate administration headquarters. The entire program, to be divided into immediate and future work, is to be implemented by early work, to cost \$770,000, and later work, to bring the total up to \$850,000.

### Work of the Educational Consultant

Paper, 27 pp. Published by Engelhardt, Engelhardt and Leggett, New York 16, N. Y.

This booklet outlines the specific types of services which may be expected from educational consultants in the evaluation of accepted school plants, in the determination of school plant needs, and in the preparation of educational specifications and actual plans for the remodeling and enlargement of old school buildings and the erection of new buildings.

### Schoolman's Almanac, 1951-52

Imitation leather, 416 pp., \$3.95. Educator's Washington Dispatch, New London, Conn.

This is a desk almanac and appointment book for a year, beginning July 1, 1951 and ending June 30, 1952. It is especially adapted to the use of superintendents of schools and principals, and provides daily historic references together with useful educational, social, governmental, and political data.

### Taxing Municipal Bond Income

By Lyle Fitch. Paper, 161 pp., \$2.50. University of California Press, Berkeley.

The author who feels that present exemption of local and state bond issues from federal income tax should be abolished, recommends that one of three plans be adopted for abolishing the advantages to bondholders and bond issuing public bodies: (1) he would tax the incomes of present owners to leave them with the net income they would receive from comparable taxable issues; or (2) he would tax future owners to overcome their preferential advantages without causing "undue" capital losses to present owners who might sell; or (3) he would eliminate the exemptions on future issues and require the Federal Government to reimburse the localities the amounts collected from taxing the interest on such issues. Finally, all of these solutions are unsatisfactory and should be dropped in favor of an over-all plan of rationalizing and harmonizing the entire federal, state, and local fiscal relations and tax plans.

### Use of School Buildings and Grounds

Paper, 14 pp. Published by the Board of Education of Cincinnati, Ohio.

This is the first Administrative Manual issued by the Department of Community Relations for the Cincinnati public schools. It is intended to systematize the use of school buildings by community groups and is so phrased as to make the use of buildings attractive. Necessarily, it includes the rules of the board of education and the pertinent Ohio state law. Specifically, the booklet also outlines (1) methods of obtaining permits, (2) types of public meetings which may be held, (3) use of buildings for private instruction, (4) restrictions on fund raising and special uses, (5) general community uses, (6) handling of building damages, (7) special regulations, and (8) fees. Mr. Locke under whose direction the manual has been prepared, deserves congratulations for this useful publication.

### Workshop for School-Lunch Personnel, 1951

Compiled by Rubye Mitchell Macauley. Paper, 63 pp. Published by the Center for Educational Service, College of Education, Ohio University, Athens, Ohio.

This report of a school-lunch workshop includes menus and recipes for school-lunch meals and assistance in the planning of individual lunch programs. No attempt has been made to suggest menus and recipes suitable for a particular size or style of good service.

### Court Decisions on Teacher Tenure

Paper, 19 pp., 25 cents. National Education Association, Washington 6, D. C.

Twenty-one cases are digested in this year's report.



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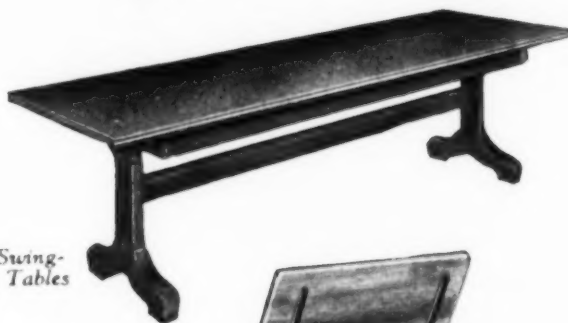
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TODAY'S Milton Bradley School Furniture carries on a basic idea of the pioneer in supplying Schoolroom equipment for the children of America. This is to design furniture to fit the needs of the particular classroom — rather than expect the best from either teachers or pupils accommodating themselves to makeshifts.

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## TORONTO PROGRAM MADE PUBLIC

### School Business Officials to Meet

President Thomas W. Clift of the Association of School Business Officials has released the final program for the general meetings and the round tables of the thirty-seventh annual convention to be held in Toronto, Ont., October 14 to 18, inclusive.

The outstanding speakers include such men as the Hon. Sir Alexander Clutterbuck who will make the address at the annual banquet; Professor R. L. Bieseke, Jr., expert in school lighting, Dallas, Texas; Dr. N. L. Engelhardt, school building consultant; and Dr. J. G. Alt-house, Chief Provincial Director of Education, Toronto, Ont.

As in past years, the Association will devote considerable attention at its general meetings to the reports of eleven standing research committees and to the work of its liaison representatives in related technical associations.

On Monday evening, the annual Exhibitors' Entertainment will take place under the general chairmanship of Elliott T. Spratt, St. Joseph, Mo.

The Schoolhouse Planning and Construction Section under the chairmanship of Thomas J. Higgins, Chicago, Ill., will take up the problems of preliminary school plant planning, final schoolhouse planning, and construction.

The division of Maintenance and Operation of Plants, under the chairmanship of V. Harry Jones, St. Louis, Mo., will discuss problems of the co-ordination of maintenance and plant operation with instruction, technical details of fuel use, paints and paint testing, and floor maintenance.

The Department of Accounting Practices, headed by Dr. John H. Harris, Peoria, Ill., will take up special problems of budget accounting and budgetary control, and cost accounting. A special session will be voted to inventory procedures, and a final session will take up machine accounting.

Joseph L. Ernst, Rochester, N. Y., will act as chairman of the Department of Purchasing. The special problems of purchasing in 1951 due to the present emergency will be taken up. Government controls, the testing of school supplies, and the special techniques of purchasing furniture and classroom supplies will be discussed.

The Department of Personnel will devote attention to the 1951 difficulties in selecting nonteaching personnel and in setting up job analyses and pay schedules. The department will be headed by J. Harold Husband, Grosse Pointe, Mich.

The general host for the Convention will be Harvey Fuller, who is chairman of the local committee. Mrs. Harvey Fuller will have charge of the ladies and will conduct the several local tours arranged for them.

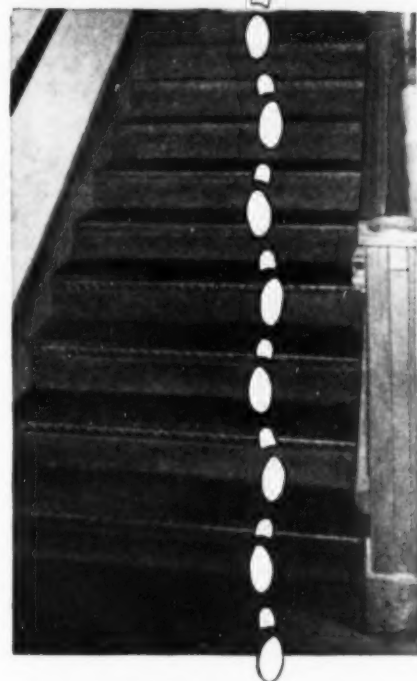
The convention headquarters will be in the Royal York Hotel.

► EARL PEARCE is the new clerk-business manager of the board at Hutchinson, Kans.

► GRADY MANKINS has been appointed superintendent of buildings for the board of education of Roseburg, Ore.

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Safe, level, non-skid stairtreads installed quickly and at low cost are available to schools, institutions, or office buildings.

The stairs illustrated are in an Indiana School. Treads had become worn and uneven. Nosings of red tile were chipped and broken. The stairway was unsightly and a safety hazard.

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Mulsomastic may be applied over concrete, slate, wood, steel, or many other surfaces, not only on stairs, but in entire rooms to provide warm, dry, quiet floors that stand up for years under most severe usage.

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## COMING CONVENTIONS

Oct. 1-4. *National Council on Schoolhouse Construction* at Curtis Hotel, Minneapolis, Minn. Secretary: W. D. McClurkin, George Peabody College, Nashville, Tenn. No exhibits. Attendance: 100.

Oct. 9-10. *Pennsylvania State School Directors Association* at Penn-Harris Hotel, Harrisburg, Pa. Secretary and exhibit chairman: P. O. Van Ness, 222 Locust St., Harrisburg. Attendance: 1800.

Oct. 14-15. *Texas Association of School Administrators* at Driskill Hotel, Austin, Tex. Secretary: Frank W. Richardson, Henrietta, Tex. No exhibits. Attendance: 1500.

Oct. 14-16. *New England Association of School Superintendents* at New Ocean House, Swampscott, Mass. Secretary: Everett W. Ireland, Somerville, Mass. Exhibits: Ernest Cobb, 28 Richardson Rd., Newton Upper Falls, Mass. Attendance: 1000.

Oct. 15. *Massachusetts School Superintendents Association* at New Ocean House, Swampscott, Mass. Secretary: Everett W. Ireland, Somerville, Mass. Exhibits: Ernest Cobb, 28 Richardson Rd., Newton Upper Falls, Mass. Attendance: 1000.

Oct. 15-18. *Association of School Business Officials* at Royal York Hotel, Toronto, Canada. Secretary: H. W. Anderson, 710 Kalamazoo Bldg., Kalamazoo, Mich. Exhibits: Mr. Anderson.

Oct. 21-23. *New York State School Boards Association, Inc.*, at Memorial Auditorium, Syracuse, N. Y. Secretary: Everett R. Dyer, 170 State St., Albany 10. Exhibits: Paul W. Toth (same address). Attendance: 2200.

Oct. 21-24. *National Institute of Governmental Purchasing* at Shoreham Hotel, Washington, D. C. Secretary and exhibit chairman: Albert H. Hall, 740 Jackson Place, N.W., Washington, D. C. Attendance: 1000.

Nov. 1-3. *Conference on School Bus Standards, National Commission on Safety Education* at Washington, D. C. Secretary: Robert W. Eaves, NEA, 1201 Sixteenth St., N.W., Washington, D. C.

Nov. 11-13. *Illinois Association of School Boards* at Congress Hotel, Chicago. Secretary and exhibit manager: Robert M. Cole, 306½ E. Monroe St., Springfield, Ill. Attendance: 1000.

Nov. 12-24. *Montana School Boards Association* at Hotel Calvert, Lewiston, Mont. Secretary: J. L. Gleason, Box 669, Livingston, Mont. Attendance: 300.

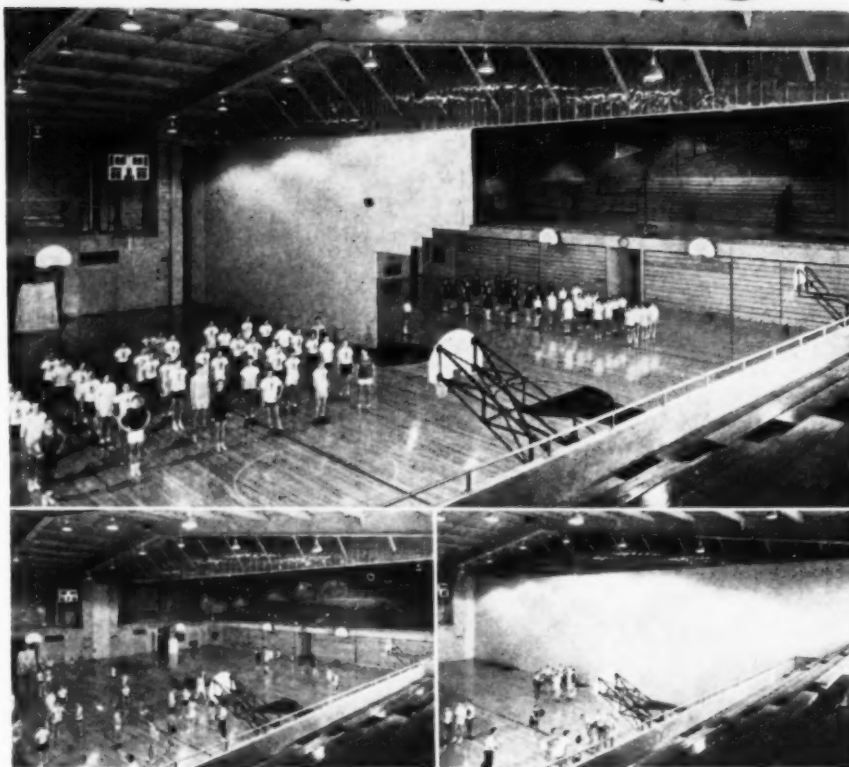
## RURAL SUPERINTENDENTS MEET IN DALLAS

Approximately 1000 rural superintendents of the United States will meet in Dallas, Tex., September 30 to October 3, to discuss problems confronting rural educators responsible for the preparation of educational programs. Participating in the conference will be 200 national, state, and local education leaders, and representatives of school board associations, parent-teacher associations, and other agencies.

## SCHOOL BUS CONFERENCE

The National Commission on Safety Education of the NEA is sponsoring a national conference on school transportation to be held in Washington, D. C., November 1-3. The conference, to be attended by 65 persons, including state and local supervisors of transportation, will endeavor to set up minimum standards for integral and transit-type school buses.

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In these photographs taken at Hinsdale Community High School, Hinsdale, Ill., you can readily see how Richards-Wilcox FoldeR-Way folding partitions provide greatest flexibility to given areas of space. You can see how the partitions close to isolate the boys' and girls' gym classes from each other. Also, how the FoldeR-Way partition opens for conference games, and similar events, making the complete gym one vast playing arena and gallery.

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4. **Gymnasium Doors Are Full Three Inches Thick Over Entire Area.** This provides flush surface similar to a solid wall. Eliminates protruding butt-joints in players' contact zone below seven foot level.
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## EDUCATIONAL STUDY AND CAREER PREPARATION IN THE ARMED FORCES

(Concluded from page 36)

B.S. degree which can be granted without their having to live on the University of Maryland's American campus.

Courses in these and similar centers abroad are usually available to personnel in all branches of the service and to American civilians employed by the military services and the State Department. Most are assigned only one instructor at a time. After teaching a three-semester-hour course in his specialty in a two-month period he changes places with a colleague who has been lecturing on a different topic in another of the sponsoring university's overseas centers.

In the Far East, where the University of California (Berkeley) brings to military personnel in Japan, Guam, and Okinawa a similar program to that available to U. S. troops in Europe through the University of Maryland, these instructors after finishing their "teaching tour" fly from one assignment to another and are called "Flying Professors." U. S. servicemen stationed in the Far East may also attend classes at Sophia University in Tokyo.

The University of Hawaii and the University of Alaska offer comparable opportunities in those territories. Louisiana State University established similar college centers for the Caribbean area in July, 1951. American International College at Springfield, Mass., provides for air force and other military personnel in the Azores, Bermuda, and at Dhahran in Saudi Arabia instruction that is equivalent to the courses on its own campus.

### Final Semester Plan

An additional incentive for completing college work while in the service is available to air force members who are within six months of attaining a baccalaureate or master's degree at an institution in our own country. They may request temporary duty at an American school or university for a maximum of six months to complete final semester residence requirements, providing they signify that they intend to remain in active duty for at least

18 months after completing their academic assignment.

While attending college for this purpose, a student-airman without dependents receives a "quarters" allowance of \$45 a month as well as a basic subsistence allowance of \$2.25 a day. He pays his own travel, tuition, and textbook expenses. The air force is the only service branch sponsoring a program of this kind at present. Due to the Korean emergency the army has had to suspend its "Final Semester" plan and in the navy educational opportunities of this type are provided for through its professional officer training program.

### Accrediting Educational Service Experience

In addition to the civilian-type education activities just discussed, the information phase of the Armed Forces Education and Information program contains many educational elements, especially the projects emphasizing citizenship education and current issues in national and international affairs.

Moreover, the training programs of the armed services for military purposes run into thousands of additional courses. Some of these are entirely military without academic counterpart in civilian education, while others include instruction of academic value.

Perhaps several hundred in all include substantial academic content and have been evaluated for credit by the Commission on Accreditation of Service Experiences established by the American Council on Education to assist educational institutions and national, regional, and state organizations in the evaluation of the educational experiences of military personnel.

The latest official recommendations of this Commission are presented in its Bulletin No. 3, dated March 15, 1951, and titled "Accreditation Policies for Educational Experiences in Military Service." Supplementary information useful in counseling students on opportunities for education in the armed services and special military programs requiring some college education may be found in the March 19, 1951, issue of *Higher Education and National Affairs* (Bulletin No. 168), another publication of the American Council on Education.



A Navy Study Group Aboard an Air Craft Carrier.





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## A BOARD OF EDUCATION KEEPS INFORMED

(Concluded from page 28)

other guests eat while the discussion is being presented. Theoretically, such a procedure may be harmful to digestion, but the actual experience seems to evidence no gastric discomfort on the part of any of the members.

Each discussant is requested to provide for at least ten minutes at the end of each presentation for questioning. Frequently a longer period is desired. In order to take care of this, an entire meeting period was set aside for general discussion with the various discussants present so that questions may be directed to them if so desired. The superintendent seldom leads a discussion but acts as a guide. Each individual presenting a program to the board is requested to discuss the materials to be presented with the superintendent in advance. This procedure has helped to bring to the members of the board information and facts which they feel are of greatest importance.

### Topics Discussed

A list of topics which were discussed during typical months are as follows:

Date	Topic for Discussion
Sept. 19	Health Program — School Nurse
Sept. 26	Transportation — Transportation Supervisor
Oct. 5	Attendance — Director of Child Welfare and Guidance
Oct. 10	Agenda for Regular Business Meeting
Oct. 17	Guidance — Director of Child Welfare and Guidance
Oct. 24	High School Curriculum — High School Principal

Oct. 31	Junior High Curriculum — Junior High Principal
Nov. 7	Junior and Senior High Curriculum — Junior High and High School Principals
Nov. 14	Agenda for Regular Business Meeting
Nov. 21	Music Instruction — Supervisor of Music
Nov. 28	General Discussion
Dec. 5	Elementary Instruction: Reading, Arithmetic, Language, Arts, Writing — Elementary Supervisor
Dec. 12	Agenda for Regular Business Meeting
Dec. 19	Elementary Instruction
Dec. 26	Christmas Holiday
Jan. 2	Christmas Holiday
Jan. 16	Agenda for Regular Business Meeting
Jan. 23	Attendance and Discipline Problems — Junior and High School Principals, Director of Child Welfare and Guidance
Jan. 30	Maintenance — Business Manager
Feb. 6	Cafeteria and Budget — Business Manager
Feb. 13	Agenda for Regular Business Meeting
Feb. 20	Teacher Evaluation — Superintendent
Feb. 27	Personnel Adjustment for Next Year — Superintendent
Mar. 6	Open
Mar. 13	Agenda for Regular Business Meeting
Mar. 20	Budget for 1951-52
Mar. 27	Teacher Evaluation, Tenure Prospects
Apr. 3	Teacher Evaluation
Apr. 10	Agenda for Regular Business Meeting
Apr. 17	Teacher Evaluation
Apr. 24	Open
May 1	Budget, 1951-52
May 8	Agenda for Regular Business Meeting
May 15	Construction Needs
May 22	Budget, 1951-52
May 29	Redistricting

## DOLLARS AND SENSE IN SCHOOL TRANSPORTATION

(Concluded from page 30)

Finally, all materials used on each bus should be recorded, with date of such supply as well as speedometer reading. Labor in excess of an hour should also be

shown. In the case of servicing requiring less than an hour of labor, such time costs may well be spread over the fleet. This is quite general practice.

By way of review: the school transportation policy should be determined by way of a map study and individual group needs met without reference to the status of the parents concerned. Organization for carrying out the schedule according to policy under delegated administrative authority comes from the administrative board in question. The proper use of equipment from the most economical source must be determined. Personnel must be informed as to its responsibilities. In matters of records and cost accounting, each unit's cost should be a matter of record and long term planning should differentiate between current expenditures and capital costs.

### PERSONAL NEWS

► DR. ALLEN A. WETTER, on September 1, assumed the office of associate superintendent of schools of Philadelphia, Pa. He had been an assistant superintendent and secretary of the board of superintendents.

► FRANCIS H. HORN, formerly dean of McCoy College, Johns Hopkins University, has been named executive secretary of the department of higher education of the National Education Association. Dr. Horn, a graduate of Dartmouth College, received his M.A. degree from Virginia University, was given the Ph.D. degree by Yale University, and completed his doctoral study in English literature and education.

► The scholarship committee of the A.A.S.A. has awarded the 1951-52 Shankland Memorial Scholarship to THEOS I. ANDERSON, superintendent of Community Unit School, McLean County, LeRoy, Ill. The scholarship is given annually for graduate study in school administration and pays a minimum of \$1,000.

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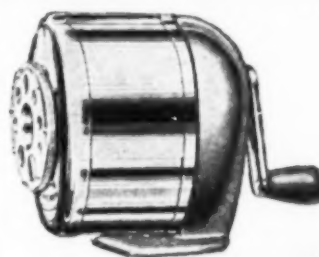


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## DEVELOPING A SCHOOL BUILDING PROGRAM FOR A REORGANIZED DISTRICT IN MINNESOTA

(Continued from page 33)

period after the filing of a judgment for an appeal to the Supreme Court of the State. The bonds for the purchase of school sites could not be sold until after the expiration of this six months' period. After this waiting period, the \$150,000 issue was sold with an interest rate of 1.25 per cent at a small premium. The board of education was delayed some six months in completing the purchase of the sites as approved by the voters.

### Modernizing Old Buildings and Constructing New Ones

After the school site program was approved, the survey proceeded to a consideration of the specific space provisions needed in the additions and new buildings which, in the light of the educational program and the population studies, were determined as necessary. In co-operation with the superintendent of schools, who worked closely at every stage of the survey with the people, a specific program of space facilities was worked out for the existing buildings and the new buildings. In general, it may be said that the program of improvement, rehabilitation, and additions provided for each existing building: (1) a kin-

dergarten room, (2) a combination gymnasium and community room, (3) library facilities, including a separate library room and facilities in each classroom, (4) a music room, (5) a kitchen and lunchroom, (6) an administrative suite, including space for the school nurse and for the health program, (7) complete acoustical treatment, (8) abandonment of basement and other unsatisfactory classrooms, and (9) modernization of artificial illumination.

For classrooms planned as additions to existing structures and in the new buildings, sufficient space was included so that each room would have a reading corner, a science area, and facilities for construction work. Each room was provided with a sink with hot and cold running water. The superintendent of schools prepared scale blocks showing the equipment going into each classroom and used a small scale model so that the room size could be held down to the minimum and still provide satisfactory space for the educational program. Figure III shows the general type of classroom which is under consideration. Individual room toilets were planned for the kindergartens and grades one and two. Each classroom was designed to have double unilateral lighting, acoustical treatment, storage space along two walls, display space on two walls and over the chalkboards, a built-in filing cabinet, a teacher's wardrobe, a minimum of 30 foot-candles of artificial illumination, and a larger amount of chalkboard than is found in some schools. This additional

chalkboard was planned because of the desires of the elementary school teachers who were consulted. Cloak space was provided in recessed corridor openings.

The administrative, community, and general space provisions planned for the new buildings were, in general, the same as those planned for the modernization of the old schools. A better arrangement of these facilities will be made in the new buildings than in the existing buildings.

Figure IV shows the floor plans of one of the two new elementary schools in the present stage of planning, and Figure V is the architects' sketch of the exterior. Each building will be a single-story structure, with no basement rooms except for the heating plant and janitor's workrooms.

(To be concluded in November)

► EMORY ARNOLD has accepted the superintendency at Towanda, Kans.

► C. H. HOLGATE has been elected superintendent at Aberdeen, S. Dak., to succeed John D. Rice.

► GERALD L. SMITH has been elected superintendent at Trinidad, Colo., to succeed James Wilson.

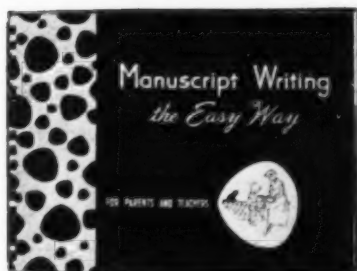
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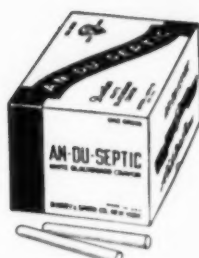
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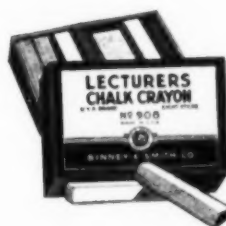
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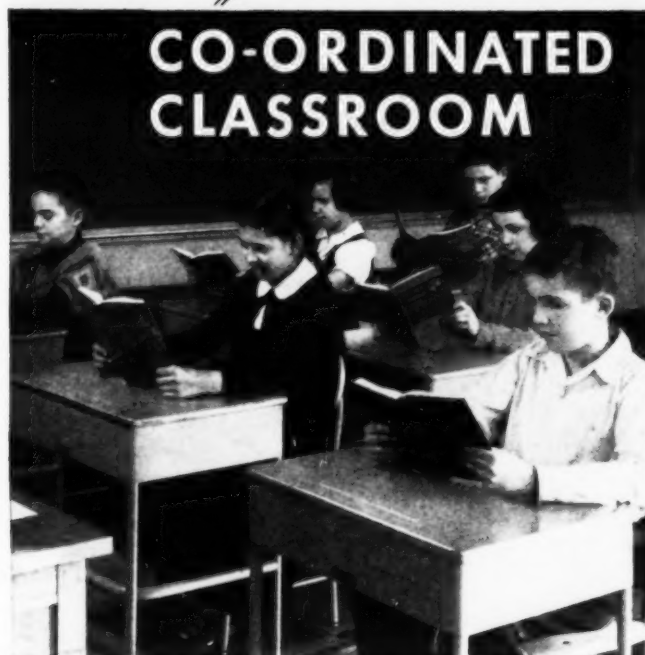
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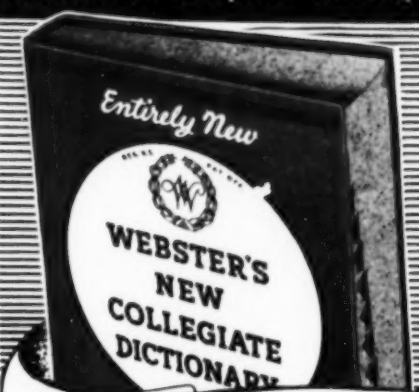
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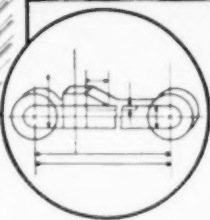
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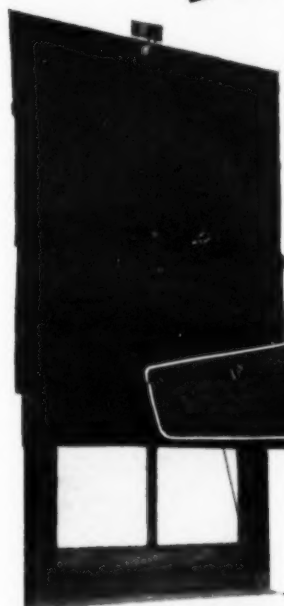
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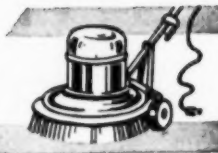
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Spiceland, Indiana P. O. Box 3102  
Please send the complete Pakfold story and cloth sample.  
Name \_\_\_\_\_  
School \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_



## NEW SUPPLIES AND EQUIPMENT



### Nonslip Floor Covering Designed to Prevent Accidents

A nonslip long-life floor covering designed to prevent serious slipping accidents has just been introduced. The new product provides a nonslip walking surface composed of durable mineral granules which are resin-bounded to a heavy duty weatherproof cloth backing. It is available in cleats measuring 6 by 24 in., or in rolls measuring 6 in. wide by 96 ft. long. Rolls come only in black, but cleats are made in black, red, and green.

Information may be obtained from the *American Abrasive Metals Company, Section S.B.J., 460 Coit Street, Irvington, N. J.*

### Educator's Guide to Free Films in Eleventh Edition

The Eleventh Annual Edition of the "Educators' Guide to Free Films," a professional, cyclopedic service, on multisensory learning aids, replaces all volumes and supplements which have preceded it. It is a complete, up-to-date, annotated schedule of free films. This edition lists 2121 titles of films, 444 of which were not listed in the previous edition.

This new edition can be obtained from *Educators Progress Service, Section, S.B.J., Randolph, Wis.* Price, \$6.



SIMPLIFIED SNOW REMOVAL

### One-Man Rotary Snow Plow Developed

Snow removal can become a relatively easy job for schools, with the announced availability of a one-man Rotary Snow Plow. The manufacturer claims it will do one hour's shoveling in ten minutes, and will outperform any blade type plow in wet or slushy snow, dry or packed snow. Heralded as an important "first," the plow is light, powerful, and self-propelled. A

rotary rake chews snow for easy removal . . . the open front cuts a swath 16 inches wide and scoops the snow in for quick pickup . . . adjustable casting chute directs snow stream to out-of-the-way places.

For further information, write to *Jari Products, Inc., Section S.B.J., Minneapolis, Minn.*

### Magazine Changes Name to "Custodian Training"

*Custodian Training* is the new name of the publication formerly called *Janitorial Training*. The publication, issued during the nine months of the school year, is in its fifteenth season of publication. The editor is L. O. Thompson. The Thompson organization also publishes "Home Study Courses" in Custodian Housekeeping, Heating and Care of Boilers, Floors and Floor Treatment, and Painting for the Custodian. Thompson, co-ordinator in charge of Building Maintenance Operations for the Los Angeles County Schools, has been conducting Janitorial Custodian Training Programs over a period of 30 years in many states of the nation.

For sample copies of *Custodian Training* and other information write to: *L. O. Thompson, Editor and Custodian Instructor, 414 S. Gertruda Avenue, Redondo Beach, Calif.*

### Weekly Wall Newspaper Resumes Publication

The *U. N. Gram*, the weekly wall newspaper in color on the United Nations and world affairs, resumed publication the first week in September with an expanded service for schools. In addition to the original three sections of the weekly, there will be released eight monthly film strips in full color on the same general subjects, either expanding upon or supplementing the previous month's issues of the weekly.

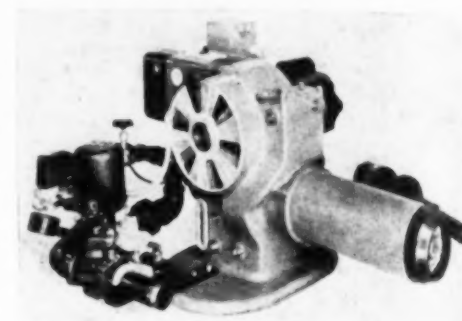
For further information write to *U. N. Gram Publishing Company, Inc., Section S.B.J., 220 East 46th Street, New York, 17, N. Y.*

### Auto-Focusing Two-Way Slide Carrier Simplifies Efficient Use

A streamlined auto-focusing two-way GoldE Slide Carrier is now available for the GoldE Manumatic 2 by 2 slide projector. It is now possible to drop a slide of any thickness into the aperture without disturbing the slide being shown. As a slide is transported into the aperture, it is automatically fixed in its proper focal plane. The slide is held in the aperture at spring tension and will remain in focus indefinitely

unless it is improperly bound or mounted.

Further information may be obtained on this carrier by writing to the *GoldE Mfg. Co., Section S.B.J., 1220 West Madison Street, Chicago 7, Ill.*



A FORCED AIR DRAFT SYSTEM

### Combination Oil and Gas Burner

A burner in which either gas or oil can be used has been introduced by the Cleaver-Brooks Company, Milwaukee, manufacturer of equipment for the utilization and generation of heat. It is recommended especially for areas where gas is sold on an interruptable or curtailable basis. Advantages of the new line of "Hev-E" combination oil and gas burners include a forced air draft system which provides a single blower fan for all air for combustion, assuring perfect control to the fire under all atmospheric conditions. Both gas and air are accurately controlled to give high CO<sub>2</sub> with the greatest efficiency. Both oil and gas are burned efficiently.

Additional information may be obtained by writing to *Cleaver-Brooks Company, Section S.B.J., 326 East Keefe Avenue, Milwaukee 12, Wis.*

## Descriptive Materials

► The features of a faster drying hand dryer are described in a brochure now available. The features described include the ease of mounting, an improved heating element and nozzle which concentrates the air stream for a large blower and motor, a new Circuit-Breaker, instant starting and a new simplified timing device.

A copy of this new Sani-Dri brochure will be mailed by writing to *The Chicago Hardware Foundry Company, Section S.B.J., 3503 Commonwealth Avenue, North Chicago, Ill.*

► A new publication, *Opaque Projection Practices*, made its bow this month. This bulletin will serve as a medium for the exchange of ideas relating to specific uses of the opaque projector.

*Opaque Projection Practices* may be obtained free by writing to Editor, O.P.P., Charles Besler Co., Section S.B.J., 60 Badger Avenue, Newark, N. J.

► An illustrated catalog of Radiant's complete 1951 line of Projection Screens, including several important new developments is available without charge upon request from *Radiant Manufacturing Corp., Section S.B.J., 2627 W. Roosevelt Road, Chicago 8, Ill.*

► A group of five bulletins giving complete information on Webster Steam Heating System Controls are available from *Warren Webster & Company, Section, S.B.J., Camden 5, N. J.*



► A recently released brochure stresses how inadequate protection from flame, heat, and water is often responsible for the total destruction of irreplaceable documents. Request pamphlet SC 705, "A Public Record Is A Public Trust," from Management Controls Division, Section S.B.J., Remington Rand Inc., 315 Fourth Avenue, New York 19, N. Y.

► A Sanitation Handbook which includes information about the maintenance of all modern building products is now available. The colorful handbook is arranged for quick reference by custodians of schools.

Requests for copies should be made to *Huntington Laboratories, Section S.B.J., Huntington, Ind.*

► Folders describing folding equipment which includes partitions, bleachers, stages, and gymnasium seats are now available.

Copies will be sent upon request by writing to *Horn Brothers Company, Division of Horn Industries, Section S.B.J., Fort Dodge, Iowa.*

► An illustrated folder explaining correctly controlled daylight for better light and better sight is available upon request from the *Luther O. Draper Shade Co., Section S.B.J., Spiceland, Ind.*

► The 1951-52 Beckley-Cardy Company Buyer's Guide to School Equipment and Supplies is now available. A copy may be obtained by writing to *Beckley-Cardy Company, Section S.B.J., 1632 Indiana Avenue, Chicago 16, Ill.*

► A revised Teaching Aids Catalogue for 1951-52, describing over 85 free and inexpensive booklets, charts, posters, and other audio-visual materials is currently available to junior and senior high school teachers, by writing to the *School Service Department, Section S.B.J., Westinghouse Electric Corporation, P.O. Box 1017, Pittsburgh 30, Pa.*

## News About Manufacturers

► Vestal, Inc., is now using its new building at 4963 Manchester Avenue, St. Louis, Mo., as a modern styled 2-story building, providing approximately 19,800 square feet of additional plant capacity, and 6000 square feet of additional office space. It is being used in conjunction with the older Vestal Building. Asphalt tile, rubber tile, terrazzo tile, wood and cement floors are used throughout the building with test panels in each for constant testing of Vestal products.

► Encyclopaedia Britannica Films has purchased the assets of Instructional Films, Inc. The reorganized company will serve as a distribution agency for educational motion pictures made by independent producers who need the help of a complete sales organization. Instructional Films, which will retain its own corporate entity under the reorganization and will issue its own catalog, will distribute films through its own sales staff as well as through the EBFilms sales organization. Headquarters for Instructional Films, until now in New York City, will be moved to Wilmette, Ill., national office of EBFilms.

► Dr. Joel H. Hildebrand has been named the first recipient of the Scientific Apparatus Makers Award in Chemical Education. Dr. Hildebrand is the founder of an entire philosophy of chemical education which has been adopted not only by his parent school, the University of California where he is Dean of the School of Chemistry, but at numerous other schools and colleges throughout the nation. Dr. Hildebrand will receive the \$1,000 award at the Spring meeting of the ACS.

## Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE—MILWAUKEE.

THE AMERICAN SCHOOL BOARD JOURNAL  
400 North Broadway, Milwaukee 1, Wis.

1951

Please send information offered in the advertisements we have encircled.

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why accept less?



**CERTIFIED BALLASTS**

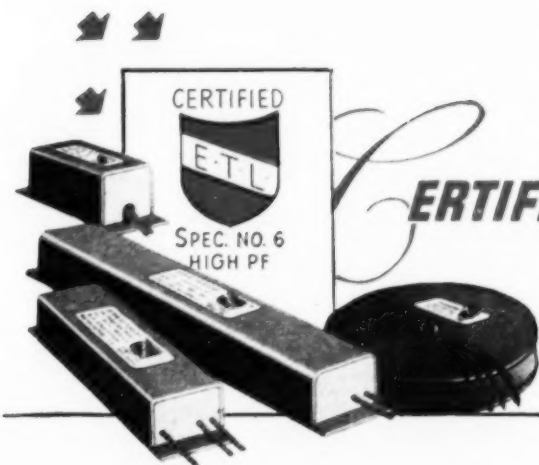
assure a full **100%** life for fluorescent tubes!

Tests show that fluorescent lamps last longer when used with a **CERTIFIED BALLAST** than when connected with an improperly designed ballast.

**CERTIFIED BALLASTS** assure rated light output, quiet operation and long, satisfactory service. There's a reason for this. It is... **CERTIFIED BALLASTS** are made to precise specifications, then tested, checked and *certified* by Electrical Testing Laboratories, Inc.

● Complete information on the types of **CERTIFIED BALLASTS** available from each participating manufacturer may be obtained from Electrical Testing Laboratories, Inc., East End Avenue at 79th Street, New York, New York.

*Participation in the **CERTIFIED BALLAST** program is open to any manufacturer who complies with the requirements of **CERTIFIED BALLAST MANUFACTURERS**.*



## **CERTIFIED BALLAST MANUFACTURERS**

*Makers of Certified Ballasts for Fluorescent Lighting*

**2116 KEITH BLDG., CLEVELAND 15, OHIO**



## Will Your New School Have "Automatic Yawn Control"?

---

That's *literally* what your school will have—if you make sure the classrooms are never stuffy and overheated. When you do *that*, you banish the chief cause of drowsy, listless, inattentive classes.

Fortunately, you can *automatically* maintain a "yawn-less" atmosphere—all day long—whatever the weather outside. Modern Honeywell controls can hold classroom temperatures within an amazingly close range! They can help you keep just the right amount of fresh air flowing in. And they can help you keep humidity at the most refreshing level.

Why should you choose Honeywell controls? Because they have proved themselves more accurate.

Because they're simpler and need less service. Because Honeywell has a nationwide organization completely versed in the application of automatic controls.

You'll enjoy hearing the complete story of what Honeywell controls can do for the health and well being of *your* students. And we'll be glad to give you the facts and figures at your convenience. Just call your local Honeywell office. Or write Minneapolis-Honeywell, Dept. AJ-10-173, Minneapolis 8, Minn.

**MINNEAPOLIS  
Honeywell**

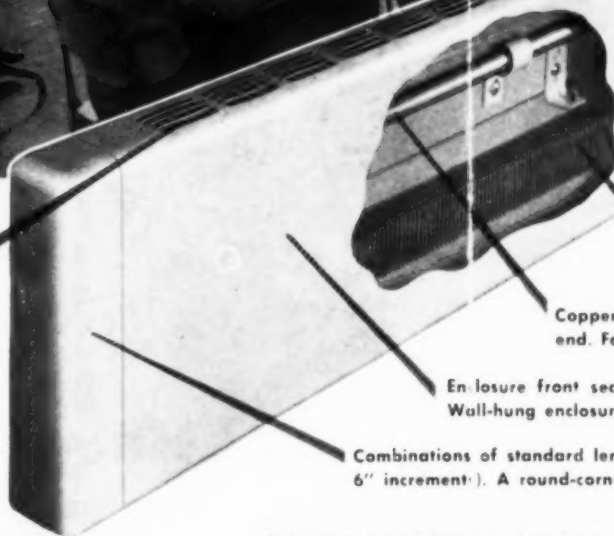
*First in Controls*



# Answers the "WALL-OF-ICE" Problem NESBITT Syncretizer with WIND·O·LINE



Close-up view shows wall-hung enclosure of WIND·O·LINE radiation. It has intake openings at bottom and discharge louvres of attractive design.

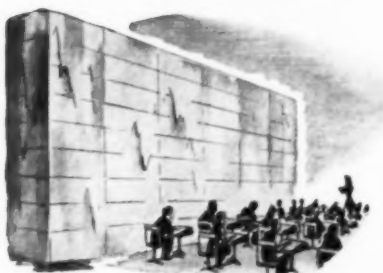


Copper tube, aluminum fins. WIND·O·LINE may be used at either or both ends of the Syncretizer.

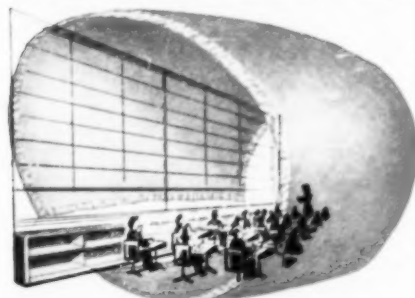
Copper supply tube feeds WIND·O·LINE radiation at extreme end. For application with steam or forced hot water systems.

Enclosure front sections fasten to wall panels supporting the radiation. Wall-hung enclosures and storage units are finished to match Syncretizer.

Combinations of standard lengths produce extent of WIND·O·LINE desired (within 6" increment). A round-cornered metal endpiece finishes WIND·O·LINE enclosure.



"Wall-of-ice" classrooms are protected by the Nesbitt Syncretizer with WIND·O·LINE.



## ONLY NESBITT GIVES YOU THIS THERMAL BLANKET

The modern trend toward large classrooms and increased window areas imposes a greater demand upon the heating and ventilating unit to protect room occupants from the exposed wall-of-ice in extremely cold weather while maintaining proper thermal balance throughout the room.

Nesbitt WIND·O·LINE radiation integrated with the Syncretizer provides the extra thermal blanket where it is needed. It is controlled in cycle with the Syncretizer to give heat whenever heat is called for.

WIND·O·LINE is designed for two methods of integration: 1) wall-hung in its own casing; and 2) recessed in the units of The Nesbitt Package.

Wall-hung WIND·O·LINE is used with the free-standing Syncretizer. It is installed just below the windows to extend the full length of the sill.

As a component of The Nesbitt Package, WIND·O·LINE radiation is concealed in a channel at the rear of the storage cabinets which are provided with air-intake openings at the toe-space and attractive grilled outlets at the back of the display board. For further information request Publication 264.

## *The Nesbitt Syncretizer*

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA.  
SOLD ALSO BY AMERICAN BLOWER CORPORATION